DOCUMENT RESUME

ED 380 684 CE 068 677

AUTHOR	Medina, Muriel; And Others
TITLE	Essential Communication and Documentation Skills. Module: Reading on the Job.
INSTITUTION	State Univ. of New York, Albany. Rockefeller Coll.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	Jul 94
NOTE	106p.; For related documents, see CE 068 670-680.
AVAILABLE FROM	Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; Basic Skills; Behavioral Objectives; *Child Caregivers; Child Care Occupations; *Communication Skills; Curriculum Guides; Inservice Education; Instructional Materials; Job Skills; Learning Activities; Learning Modules; *Literacy Education; *Reading Instruction; *Reading Skills; Residential Institutions; Social Services; Student Evaluation; Youth Problems; Youth Programs
IDENTIFIERS	*Workplace Literacy

ABSTRACT

This module is the seventh of 10 in the Essential Communication and Documentation Skills curriculum. It develops reading on the job, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and options or variations in delivery. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction, deciding what is easy and difficult to read, using prereading techniques, using skimming techniques, using scanning techniques, using semantic mapping techniques, reading for comprehension and remembering details, remembering and communicating detailed information, bringing it all together, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. An additional section of reading reference materials is provided. (YLB)

ED 380 684

Essential Communication and Documentation Skills
Module: Reading on the Job

Rockefeller College Workplace Literacy Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

CE068677

ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

University at Albany, State University of New York
Joanne Casabella, Administrative Officer, Office for Research
Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
Christine A. Katchmar, Workplace Literacy Project Director, Professional Development Program

New York State Division for Youth
Judith Blair, Director, Bureau of Staff Development and Training
Margaret Davis, Assistant Director, Bureau of Staff Development and Training
Brian Caldwell, Agency Training and Development Specialist, Bureau of Staff Development and Training

Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubaii, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

PREFACE

Essential Communication and Documentation Skills for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services. such as tutoring, for select YDAs.

The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

FOR THE TRAINER:

Using the Curriculum Manual for *Essential Communication and Documentation Skills*

Introduction to the Curriculum

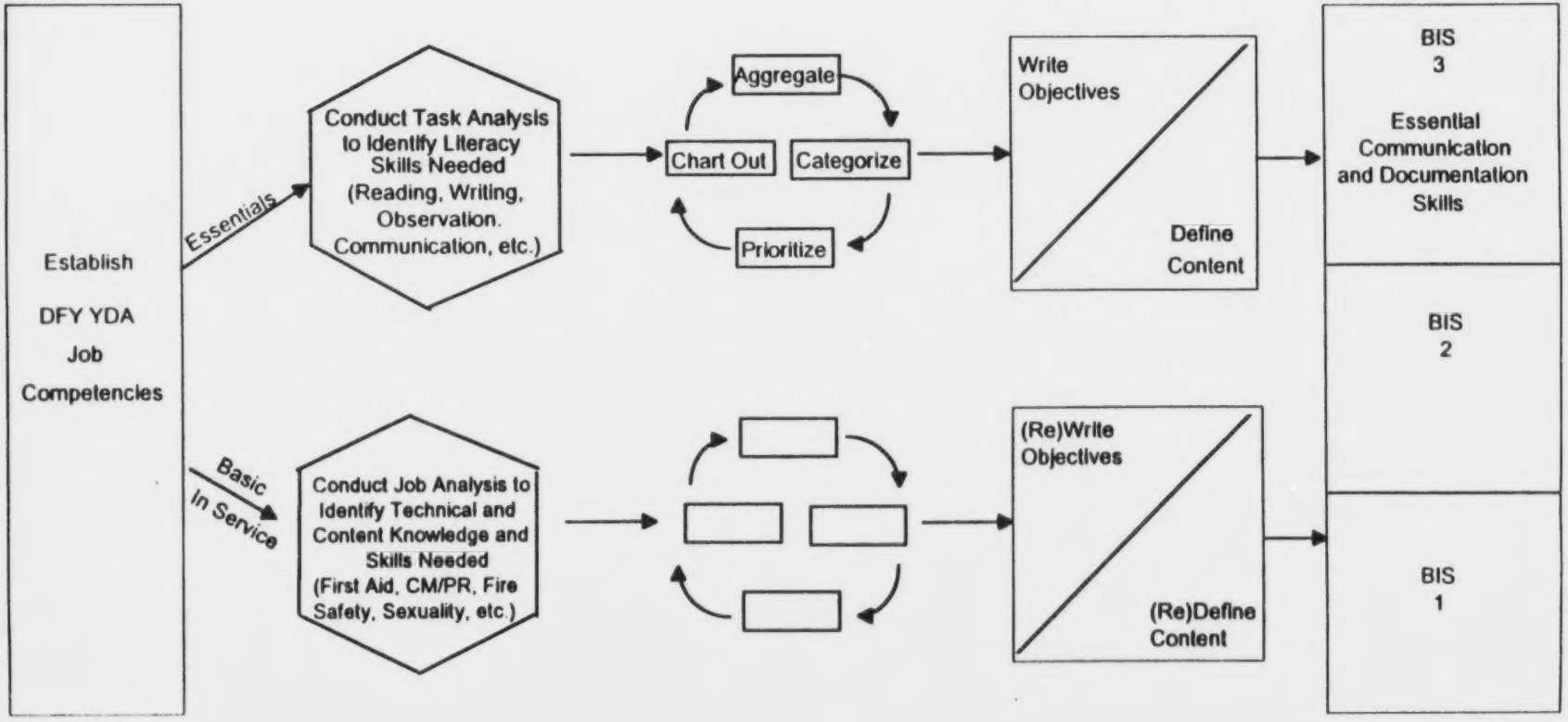
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

Essentials is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

CURRICULUM DEVELOPMENT PROCESS
for
Revision of NYS DFY Basic In Service Training Program



Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

Structure of the *Essentials* Curriculum Manual

Essentials consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre and Post Assessment - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

Self-Assessment - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

Trainer Assessment - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

Peer Assessment - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

Portfolio Assessment - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

Logistics

Time - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

Numbers - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

Space - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

Other - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet**.

Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

The Staff of the New York State
Division for Youth
Bureau of Staff Development and
Training
52 Washington Street
Rensselaer, New York 12144
(518) 473-4449

The Staff of the Rockefeller College
Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
The State University of New York
135 Western Avenue
Albany, New York 12222
(518) 442-5422.

MODULE

READING ON THE JOB

DESIGN COVER SHEET - OVERVIEW

For Module:
Reading on the Job

Module/Workshop Title:	Reading on the Job	**#:**
Course Title:	Essential Communication and Documentation Skills	**#:**
Prepared by:	Staff of Rockefeller College, University at Albany, SUNY in collaboration with staff of New York State Division for Youth	**Date:** July 1994
Purpose/Goal:	To develop job-related reading skills through active practice and application of common basic reading strategies and support skills	
Suggested Presenter(s):	DFY Staff and/or Adult Basic Education instructors, all of whom have completed ihe *Essentials' Training of Trainers*	

Total Time:

3.5 hour(s)

Suggested Schedule:

A.M. and P.M. Session of Day 3

Target Population/Qualifications:

Direct Service Workers who have completed Pre-Service and BIS 1

Number of Participants:

8 - 24 maximum

Methods Used:

- Trainer presentation
- Guided discussion
- Individual activities
- Small group activities
- Large group activities

Performance Objectives:

Upon completing training in job-related reading skills, participants will:

- Identify the reading staff does on the job and the purposes
- Make pre-reading decisions about job-related material
- Skim for general content
- Scan to quickly locate information
- Use semantic mapping strategies to understand technical reading material,and remember important details
- Apply reading strategies on the job

Evaluation Procedures:

- In-session trainer observation
- Pre/Post reading assessment
- Portfolio building: Semantic Maps
  Using Reading Strategies
  Summary and Closure

DESIGN COVER SHEET - PREPARATION

For Module:
Reading on the Job

Physical Setting: (e.g. room size, furniture arrangement)
Room should be large enough to accommodate 8-24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

Equipment and Supplies:		**Multi Media Support:**	
#Item		# Item	
x	easel/newsprint	_____	VCR/monitor (type:)
x	markers	_____	videotape (length:)
x	masking tape	_____	camcorder (video camera)
x	notepads	_____	16 mm. projector
x	pens/pencils	_____	film (length)
_____	nametags/tents	_____	screen
x	training records	_____	overhead projector
_____	other:	_____	other:

Student Materials/Handouts: (title, number needed of each)
Participant Packet, including the following handouts:

Section 1
1. Using Pre Reading Techniques
2. Using Skimming with DFY Policy
3. Skimming Techniques
4. Scanning Techniques
5. Semantic Mapping
6. Using Reading Techniques
7. Summary and Closure

Section 2 Reading Reference Materials (to be distributed, used, and then collected)
1. DFY Reading Material: 1994 Legal Holidays
2. DFY Reading Material: Memo re: meal deductions
3. DFY Reading Material: Training Announcement
4. DFY Reading Material: Memo re: Time and Accrual
5. DFY Reading Material: Employment Opportunities
6. DFY Reading Material: Control of Youth During Vehicular Transport
7. DFY Reading Material: AKWIPT Checklist
8. DFY Reading Material: Facility Logs/Shift Reports Policy
9. DFY Reading Material: Supervision of Residents Policy

Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)

Familiarize yourself with all the DFY Reading Materials
Prepare all AV materials noted in the Presentation Guide
- AV1: Module Objectives
- AV2: Pre Reading Techniques
- AV3: Skimming Techniques
- AV4: Scanning Techniques
- AV5: Semantic MappingTechniques
- AV6: Part A of DFY Policy on Facility Logs / Shift Reports
- AV7: Part C.1, C.2, C.3 of DFY Policy on Facility Logs / Shift Reports

Review any information in the Supplementary Notes and Materials for the Trainer, especially all semantic maps

Options/Variations:

If it is possible, it would be a valuable supplement to the trainer-selected material to have participants bring with them to the session and use materials they are currently reading for the job.

References:

PRESENTATION OVERVIEW

For Module:
Reading on the Job

Time Presenter	Activity Title/Method/Purpose
5 minutes	**Introduction to Module** *Trainer presentation* To provide an overview of the module and the concepts of skimming, scanning, and reading for understanding and recall of details
20 minutes	**Deciding What Is Easy and Difficult to Read** *Small group activity; guided discussion* To focus attention on the extent of reading required on the job and their purposes for doing this reading; to determine what makes job-related reading easy or difficult
20 minutes	**Using Pre-Reading Techniques** *Trainer presentation; individual skill building activity* To build skills in making pre-reading decisions about job-related material
20 minutes	**Using Skimming Techniques** *Trainer presentation; individual skill building activity* To build skills in skimming job-related material for general content
20 minutes	**Using Scanning Techniques** *Trainer presentation; individual skill building activity* To build skills in quickly locating job-related information

Time Presenter	Activity Title/Method/Purpose
20 minutes	**Using Semantic Mapping Techniques** *Trainer presentation* To present strategy for comprehending technical material and remembering important details
30 minutes	**Reading for Comprehension and Remembering Details** *Individual skill building activity* To build skills in comprehending technical information and remembering important details
30 minutes	**Remembering and Communicating Detailed Information** *Trainer presentation; individual presentations* To build skills in remembering and communicating detailed job-related information
25 minutes	**Bringing It All Together** *Trainer-led group discussion; individual skill building activity* To process strategies practiced and apply them to job materials
15 minutes	**Summary and Closure** *Trainer presentation; portfolio building* To summarize the skills developed during this module, to provide closure on the activities, and to present brief overview of the next module
Total Time	**3.5 hours**

PRESENTATION GUIDE FOR THE TRAINER

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

PRESENTATION GUIDE

For Module:
Reading on the Job

Time Presenter	Activity Guidelines	Materials
5 minutes	**Introduction to Module** *Trainer presentation* Briefly present module objectives, using AV 1	AV 1: Module Objectives
20 minutes	**Deciding What is Easy and Difficult to Read** *Small -group activity* Divide participants into groups of 4-5. Give each group a sheet of newsprint and a marker. Have them choose one person to take notes on the newsprint sheet. Tell them they will be building a list of "What a YDA Reads" and "Why They Read It." Make a sample sheet on the newsprint easel at the front of the room and solicit input: What a YDA Reads — Why Have them build lists in their groups. Circulate around the room during this activity, listening to the group conversations and watching the interaction among participants. Take particular note if any participants seem uneasy about the reading. After 15 minutes, go around to each of the groups and give them their next task: To identify from their lists those items that are easy (E) to read and those that are difficult (D). After five minutes, have the groups tape their newsprint sheets up on a wall. (These will be used later during the Form Documentation module.) *Guided discussion* Lead a debriefing discussion about the lists. Ask what makes the items marked with an "E" or a "D" easy or difficult to read. Take notes on a 2-columned newsprint about what makes things difficult for YDAs to read: identify in one column those that relate to the material, (e.g., long, confusing organization, bad handwriting, etc.) and in the other those that relate to the environment (e.g., little time, interruptions). Point out that there are strategies to deal with some of these factors and can help you read faster and more effectively.	Newsprint sheets Markers Tape Newsprint Marker Newsprint Marker

Time Presenter	Activity Guidelines	Materials
20 minutes	**Using Pre Reading Techniques** *Trainer presentation with participant input* Introduce the technique of Pre Reading: • Making predictions/asking questions about the material when you first look at it. • Knowing your purpose • Deciding how to read something: - what you can read quickly - what you need to read carefully - what you might not need to read at all Show AV 2: Pre-Reading Techniques and read each question aloud for the group. *Individual skill building activity* Have participants refer to Handout 1 in the Participant Packet. Go over the handout, reminding participants they will need to keep in mind their purpose for reading: why it was written, why it was given to them, and what value it holds for them. Pass out Section 2 Reference Materials. Tell participants they will be working just with Readings 1-7. Using these readings, have them follow the directions on Handout 1. Tell them to work quickly. They will have only 5 minutes to make these pre-reading decisions. After about five minutes ask: Who decided to do what with what? Why, based on their purpose(s)? Explain that screening materials on the job is a helpful way to save time. It is a valuable technique to help them be sure that they are not ignoring something that was important to read immediately or that they are not spending time reading something now that they could just as well read later or never. It also helps them decide which things are important to keep as a job reference.	AV 2: Pre-Reading Techniques Participant Materials, Section 1 Handouts: Handout 1: Using Pre-Reading Techniques Participant Materials, Section 2 Reference Materials Readings 1-9

Time Presenter	Activity Guidelines	Materials
20 minutes	**Using Skimming Techniques** *Trainer presentation* Introduce skimming as a way to read quickly when you need to get an overall idea of something. Show AV 3. Ask if they used any of these techniques in the pre reading activity. **Trainer Note: <u>Be sure to add this disclaimer:</u> Certain DFY material requires careful reading (things like policy that you sign off). Skimming is a way to get an idea of the overall content <u>before</u> reading it thoroughly.**	AV 3: Skimming Techniques
	Have participants refer to Reading 6 from Section 2 of the Participant Packet and Handout 2 from Section 1. Explain that DFY Policies are some of the most important, and difficult, reading material. Understanding how DFY organizes the information in these policies can be helpful. Walk them through page 1 of the policy, pointing out and soliciting their involvement and using Handout 2 as a guide. See Supplementary Trainer's Materials for answers to Handout 2.	Handout 2: Using Skimming with DFY Policy Reading 6: Control of Youth During Vehicular Transport Supplemental Notes and Materials for the Trainer
	Individual skill building activity Now have them go back to Handout 1 and select one item they identified as 'Read Quickly' and apply the 4 steps of skimming techniques. (Refer to AV 3: Skimming Techniques.) Have them write a summary of the reading on the reverse of Handout 1, once they have skimmed the reading. Ask them who chose what? Why (based on their purpose for reading)?	Handout 1 AV 3: Skimming Techniques
	Bring closure to this section on skimming by summarizing all that was presented about skimming techniques. Direct them to Handout 3. Ask them what they learned about skimming and when they would use it. **Trainer Note: Remind them, again, of the disclaimer regarding skimming.**	Handout 3: Skimming Techniques

Time Presenter	Activity Guidelines	Materials
20 minutes	**Using Scanning Techniques**	
	Trainer presentation	
	Introduce scanning as a reading strategy for finding specific information in a hurry. Show AV 4, going over each point.	AV 4: Scanning Techniques
	Have participants refer again to Reading 6: "Control of Youth During Vehicular Transport." Tell them: You've just come on duty and your supervisor has told you you will be transporting two high risk youth from your community based facility to a limited secure facility. He needs you to tell him numbers and qualifications of staff needed, what records are needed, and what mechanical restraints are used.	Reading 6: Control of Youth During Vehicular Transport
	Individual skill building activity	
	Have them take a minute to think about the scanning techniques on Handout 4, then direct them to scan through this policy to get the answers, following the three steps of scanning.	Handout 4: Scanning Techniques
	When done, ask them where they found the information. Ask what key words they used. Write them on newsprint. They should be: staff, mechanical restraints, limited secure, records, etc.	Newsprint
	Then ask: "What other specific information about transporting youth might you need to look up? What key words would you use to find this information?" Provide them with examples, if needed, to get them started.	
	Note: Write each key word on newsprint before asking participants to scan for it.	Newsprint/Marker
	Direct participants to go back to Handout 1 and choose a "Read Carefully" (or "Keep for Reference") item. Have them apply the 3 steps of scanning. Have them write down the key words they use and where they found the information they were looking for. When done, have two or three participants tell what materials they scanned, what information they needed, and what key words they looked for.	Handout 1 Reading Materials
	Ask participants when they would use scanning at work -- what they would be reading and what would be their purpose for reading that material.	
	Summarize the reading techniques they have worked on so far in this module. Show AV 2-4 as you do this summary.	AV 2, 3, 4
	Tell participants that next they are going to learn a technique that will help them understand difficult-to-read material and remember important details.	
	Lunch Break	

Time Presenter	Activity Guidelines	Materials
20 minutes	**Using Semantic Mapping Techniques** *Trainer presentation* Tell participants that during this next part of the training, they are going to learn one way of analyzing difficult reading material to help them remember details that are important for doing their job safely, as a well-informed youth care professional. The technique is called "semantic mapping." "Semantic" refers to the meaning of language. They will be making a visual representation, a "map" of the content of what they read.	
	Show AV 5 and discuss each point. Demonstrate semantic mapping on newsprint by tracing the circle in the middle of the sheet and various lines branching out from the center and off of each other.	AV 5: Semantic Mapping Technique
	Have participants take out Reading 8 and briefly go over page 1. Ask for a volunteer to read the Summary (or you read it if no one is comfortable doing this). Wait for someone who hasn't yet read.	Reading 8: Policy on Facility Logs/ Shift Reports
	Point out that this Policy does two things (two verbs used). It requires something and it prescribes something. It requires each facility director to maintain a facility log, and it prescribes the proper use of the log and what it includes. Do a small map of this sentence. Write "This policy" in the center circle with two main branches: "requires" and "prescribes." Call participants' attention to the Table of Contents and the four sections included in this Policy Manual section. Explain that you will be showing them how to dig into each part of this material about logs, pull out the important details, *and* remember them.	
	Show AV 6 and ask for volunteers to read the paragraphs of Part A. Draw a semantic map of the paragraph beginning "Permanent logs fulfill several purposes." Explain the decisions you are making as you construct the map. Point out finding the main idea and the relationships among the supporting details.	AV 6: Part A from Policy on Facility Logs / Shift Reports Newsprint
	Show AV 7 and have participants read Part C and do the same process for C.1., C.2., and C.3. Solicit participants' input increasingly as you move through these paragraphs. By Part C. 3., participants should be making all the mapping decisions, as you draw them on newsprint.	AV7: Part C.1, C.2, C.3
	Trainer Note: See Semantic Maps in "Supplemental Notes and Materials for the Trainer"	Supplemental Notes and Materials for the Trainer

Time Presenter	Activity Guidelines	Materials
30 minutes	**Reading for Comprehension and Remembering Details** *Individual skill-building activity* Have participants read the rest of Reading 8. Their purpose for reading this is to learn the details of this DFY policy well enough so they can remember them back on the job. As they read, have them map each item that they have difficulty understanding or if they cannot remember all of the details. Each person should do as many as they have time for, a minimum of two or three maps. Have participants take out Handout 5 to use as a guide for this work. Tell participants that after the break they will be using the maps they have developed to make a presentation about one section of the policy. Circulate among the participants as they work, making sure they understand how to do semantic mapping. Ask participants to talk you through one of their semantic maps. Check that they are clear about the main idea and that the branches show accurate relationships among the supporting details. There will be variations--avoid looking for The Right Answer. Allow 30 minutes for this individual work.	Reading 8: Policy on Facility Logs/ Shift Reports Note pads Handout 5: Semantic Mapping
30 minutes	**Remembering and Communicating Detailed Information** *Trainer presentation* In preparation for their presentations on facility logs and shift reports, have participants decide who the audience will be (e.g., a new YDA with less experience than they, or perhaps someone visiting from a non-DFY agency). Demonstrate the presentation process, using the semantic maps you developed of C.1, 2., and 3. As you present the information, refer to the maps on the newsprint sheets to help you remember the details. Encourage the participants to make their presentations from memory, using their maps only as needed to help them remember the details. *Individual presentations* Ask for volunteers for several of the rest of the sections. Remind participants to keep the audience in mind and to use the communication skills they worked on earlier in the training. Try to have as many different participants present as possible. If there is enough time or if participants wish, have them make a presentation on each of the sections.	Newsprint Semantic Maps of Parts C.1, C.2., and C.3.

Time Presenter	Activity Guidelines	Materials
25 minutes	**Bringing It All Together** *Trainer-led group discussion* Lead a discussion about the experience with semantic mapping. Some points to cover: • what was useful in understanding difficult technical material • what was easy -- and difficult • how they can continue to use this strategy when they are required to read other DFY technical material - to present rules and policies to residents - to assist residents with homework - to plan a B/I/A report • how it can help them remember information that they are responsible for knowing • what was useful about the presentations -- both giving and listening to the explanations of logs and shift reports - ownership of information - simplifying complex information *Individual skill-building activity* Have participants take out Reading 9 and Handout 6. Set up an appropriate scenario to give them a purpose for reading: For example, tell them that they find this in their in-basket. They need to predict which method or methods they think they will use to read this document. Then they should apply these methods and any others they wish to use to sufficiently understand the policy. Direct them to read the policy, using skimming, scanning, and semantic mapping. Debrief by asking who used which methods and ask them to recall key content. Have participants place the completed Handout in their Personal Progress Portfolios.	Reading 9: Supervision of Residents Handout 6: Using Reading Techniques

Time Presenter	Activity Guidelines	Materials
15 minutes	**Summary and Closure** *Trainer presentation* Review what was covered during this module, using AV1-5. Ask participants how they can use these techniques on the job. Ask what materials they might use these reading techniques on and what would be their purpose in reading each of those materials. *Portfolio development* Have participants complete Handout 7 and place in their Personal Progress Portfolios. Have them select samples of the work they have done during this module to include in their portfolio. Encourage them to select items that show what they have learned and the progress they have made. As participants are doing this, circulate around the room and give input, as requested or as needed, about the portfolio selections. Briefly preview the next module.	AV 1-5 Personal Progress Portfolios Handout 7: Summary and Closure
Total Time	3.5 hours	

FLIP CHART MASTERS

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

Module Objectives

- Identify the reading done on the job and the purposes
- Make pre reading decisions
- Skim for general content
- Scan to quickly locate information
- Use semantic mapping to: understand difficult reading material, and remember important details
- Apply reading strategies on the job

Pre Reading Techniques

To decide how to read material.

1. Ask why this was given to you to read.
2. Ask if it's something you need to know to do your job.
3. Ask if it's just to tell you something interesting.
4. Note if it's "time-sensitive."
5. Note if it's current.
6. Note if it will it be useful in the future, even if it's not useful now.
7. Decide whether to and how to read the material.

Skimming Techniques:

To get an overall idea of content:

1. Read titles, information boxes, and any other information at the beginning of the material.
2. Read section headings.
3. Look at the first and last paragraphs.
4. Read the summary, if there is one.

Scanning Techniques:

To find specific information quickly

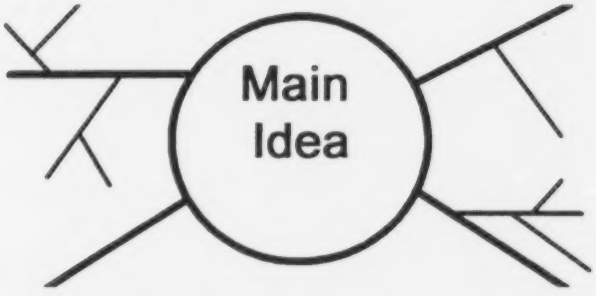
1. Decide what information you need.
2. Decide what key word(s) you will look for.
3. Move your eyes quickly down the page, looking for the key word(s).

** * Hint: Use your finger or a pointer to help focus and guide your eyes.* **

Semantic Mapping Techniques:

To understand and recall difficult content

- Read the paragraph.
- Find the main idea - what everything else is related to.
- Find supporting details.
- Show relationships among the main idea and the details.



SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

PARTICIPANT RESPONSES

FOR ACTIVITY: WHAT & WHY A YDA READS

What a YDA Reads	Easy/Difficult & Why	Purpose for Reading
1525s-Infraction Reports	D	Behavior
Activity Reports	E D depends on who writes	Daily Information - Communication Significant events Information important for work Detailed description of resident's behavior
Administrative Council Minutes	E	Find out about how the facility is doing
Agency Program descriptions		Giving info about program
Bulletins	E	Unit information - keeping informed
Chemical Tags		Caution and damages
Contracts (resident)	E	Expectations of residents
Counseling forms	E	Results of meetings
Daily schedule		
Details/Cleaning	E	Who, what, when
Directions	E	Trips: off-campus, medical, court, recreation, home visits
Evacuation Plans	E	
Facility Logs	E	Important information in facility Re: residents, staff, maintenance, etc.
Forms	E	
Grievances		
Group Log	E D	

PARTICIPANT RESPONSES

FOR ACTIVITY: WHAT & WHY A YDA READS

What a YDA Reads	Easy/Difficult & Why	Purpose for Reading
Hazardous Substance Information	E D	Toxic; Non-toxic, etc.
Home Visit Form	E	Date, who, when, where visiting
Information regarding supplies		
Inventories: Clothing Supplies	E	Supplies List of belongings
Key Log	E	Accounting of keys - "Responsible?"
Labels	E	Food, cleaning supplies, folders, clothing identification
Letters for illiterate residents		Youth that can't read
Log - Unit	E D Handwriting and vague entries	Population - Movements - Head count Information important for work - Notes from boss - Past shift information - Keep up on past events - Upcoming events Daily Information - Communication - Problems - Current information about unit
Logs Mail log	E	Distribute/post/resident/staff Date/who/when/where mailed Check mail
Logs Phone log		Date/who/when/where called

G:\WORKSP\CPE\LITERACY\CURRIC\MOORDTR1

PARTICIPANT RESPONSES

FOR ACTIVITY: WHAT & WHY A YDA READS

What a YDA Reads	Easy/Difficult & Why	Purpose for Reading
Logs Sanction log	E	Behavior problems; who was written up; change of levels
Medical Sheets/MAR	E D	Medical Administration Record; resident information/restrictions; record of medications
Medical Reports	D E	For restriction of activity
Medical Memos		Residents' medical histories
Memos: Training Vacation Recreation Clean Up Home Visits		Changes, directives, information, training Immediate information pertinent to job Job opportunities Disciplinary Upcoming events Expectations Daily information - communication Date/Time/Place Who/Title Trainer/Trainee Who/When Area
Menus	E	Inform residents; plan special events
Newspapers	E	Leisure, jumble, crossword Keeping informed
One-on-One Reports		For your own information
Operations manuals	D	Facility Policy
Pay stubs	E D	To know where money is going Accuracy, notice deductions, line item number, overtime
Paycheck attachments	E	Facility information

G:\WORKSP\CPE\LITERACY\CURRIC\MODRDTR1

PARTICIPANT RESPONSES

FOR ACTIVITY: WHAT & WHY A YDA READS

What a YDA Reads	Easy/Difficult & Why	Purpose for Reading
Policies	D Poorly written and vague	Changes Expectations Learn new procedures Required, CYA, and new information important for work
Policy & Procedure Manual		ACA standards; DFY and facility-specific standards (When in doubt?)
Policy Memos		Statewide policy
Rating Sheets/Level Sheets	E	Review (progress or regress) of youth
Red Book	E	Current activities in Division; job dos and don'ts; all Division policies
Referral Sheet	D - Not well written, or E depends	Problem residents
Reflections	E	Residents' daily activities
Resident's file	E	Find out who and what you deal with
Restriction Log Sheet	E	Acknowledge privileges or sanctions Behavior; information on how day is to go Room confinement reports
Sanction Log	E	Behavior problems; who was written up; change of levels
Schedules	E D	Report to work; be on time
Speed Letters		Daily Information - Communication
Time Sheets	E D	Accuracy, notice accruals, overtime hours Money, getting paid
Transportation Logs		To & From; Destination

G:\WORKSP\CPE\LITERACY\CURRIC\MODRDTR1

PARTICIPANT RESPONSES

FOR ACTIVITY: WHAT & WHY A YDA READS

What a YDA Reads	Easy/Difficult & Why	Purpose for Reading
Union material	D	CSEA information
Union Contract Book	D	For your own information
Unit Log	E D	Communicating with other staff members and administration about residents' concerns, program changes, problems

ACTIVITY: Using Skimming with DFY Policy: Answer Key *(Accept what YDAS think is important; add significant details they leave out)*

Purpose: To practice the techniques of skimming

Directions: Answer the questions below using the Policy, *Control of Youth During Vehicular Transport*

---

1. Notice headings, titles, information boxes, etc.

2. What information is most useful for you? *Title, date, number of appendix pages, number of pages, key words, superscedes, DFY policies affected, summary, table of contents, attachments.*

3. Where is the Table of Contents? *On page 1.*

4. Based on the Table of Contents, what information is in this policy? *Rules and regulations for transporting DFY residents.*

5. Which sections will apply most directly to your job? *Answers will vary depending on participants' worksites.*

6. Does the policy follow standard outline format? *Yes.* How can this format help as you read through the policy? *You can select the sections appropriate to your need. Format helps the reader relate details (sub-topics) to major topics.*

7. Do the first and last paragraphs of the entire policy help you? *Section A gives an overall idea of the policy; section M and the note at the end do not provide a summary.*

8. Is there a summary? *Yes.*

9. What other organizing cues were valuable? *Underlining of section titles, spacing, information in ( ), special notes.*

10. Do you have an overall idea of the content of this policy? *Yes* What is it? *Answers will vary. The content includes information on the transportation of DFY residents under any possible situation DFY might encounter.*

Semantic Mapping

The purpose of *semantic mapping* is to illustrate the main idea of a paragraph and how the details in the paragraph relate to that idea. The main idea and relationship of the supporting details are shown in a diagram with the main idea in a circle in the center of the diagram and supporting details on lines branching off the circle. To illustrate, here is an example developing a semantic map for a sentence from the DFY Policy Manual on facility logs.

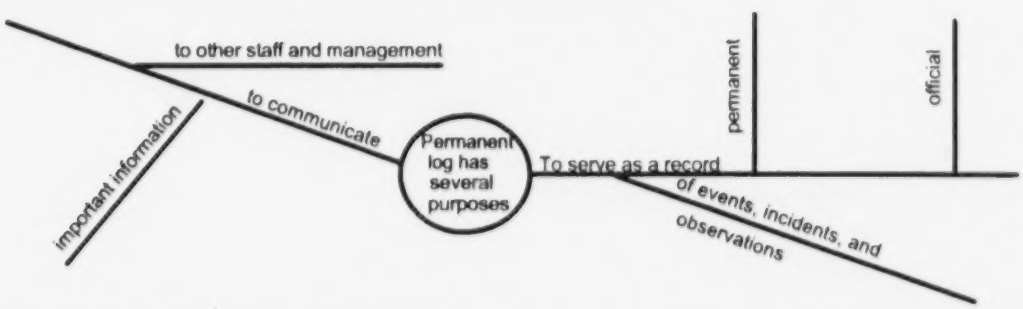
> *Permanent logs fulfill several purposes:*
> 1. *To serve as a permanent and official record of events, incidents and observations; and*
> 2. *To communicate important information to other staff and management.*

The main idea of this sentence is that permanent logs fulfill several purposes. Show that this is the main idea by putting it in a circle at the center. (**NOTE**: See diagram below.)

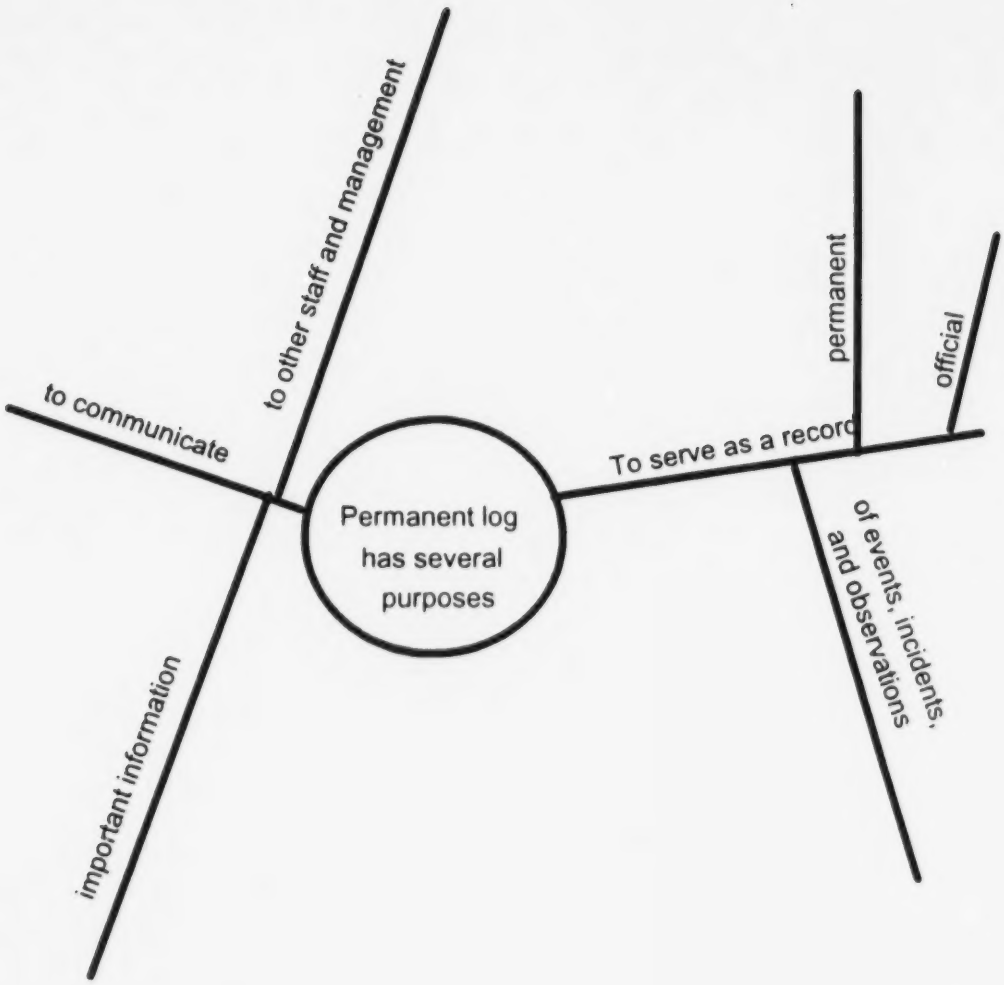
The two main purposes are: (1) *to serve as a record*, and (2) *to communicate*. Notice that these are verb phrases. Show these purposes as two main branches off the circle.

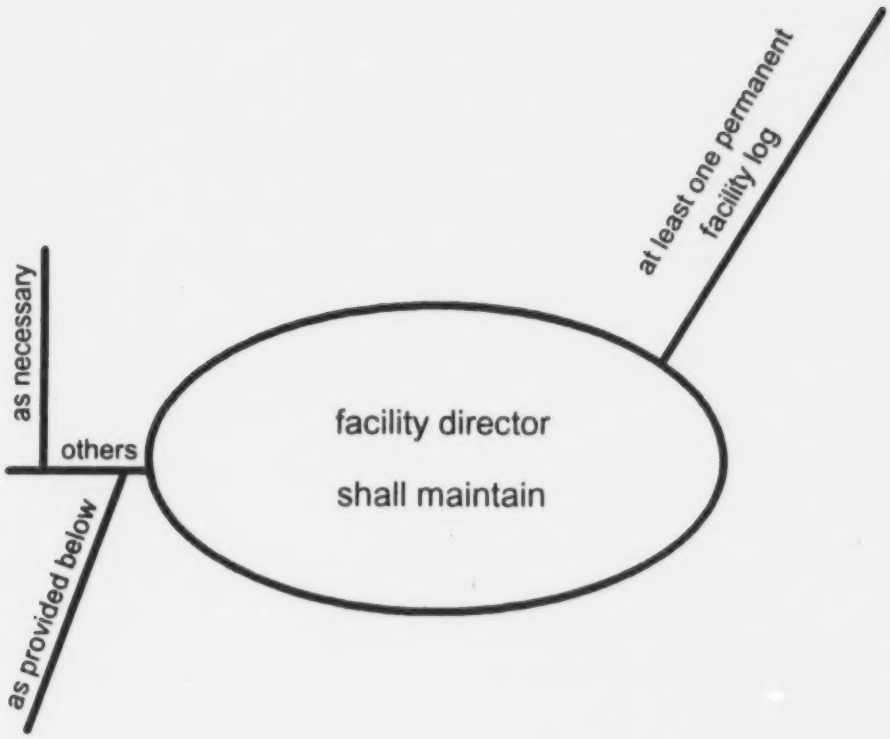
The adjectives *permanent* and *official* tell more about the type of a record. The prepositional phrase *of event, incidents and observations* adds additional information. Show these supporting details by drawing lines off the main branch *to serve as a record*.

There are additional details about the second purpose of permanent logs -- *to communicate*. What is communicated needs to be *important information*, and the communication is *to other staff and management*. Notice that this is another prepositional phrase. Show these supporting details by drawing lines off the main branch *to communicate*.

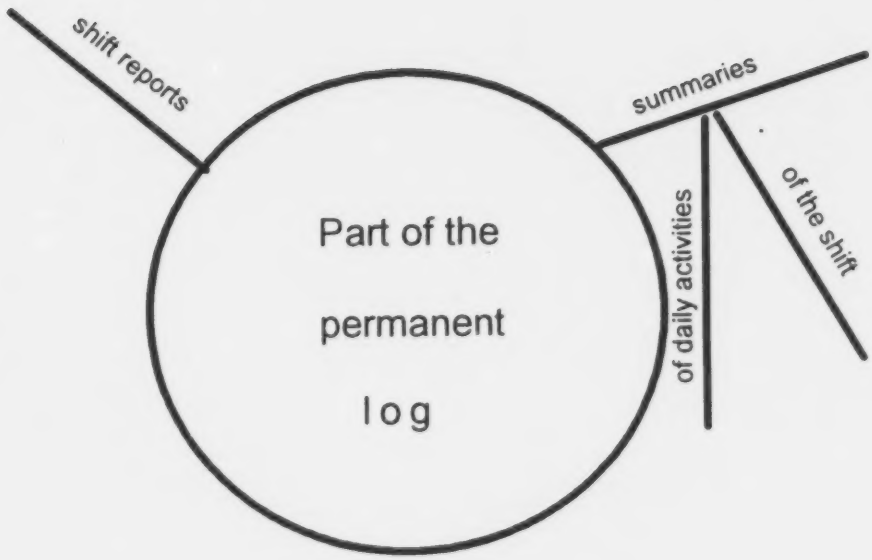


You might want to practice this technique on some material that is difficult for you to read. Develop a semantic map of the information. Then turn the map over and try to recall the important details. You may be surprised at how well you understand the material and at how many details you remember after analyzing it in this way.

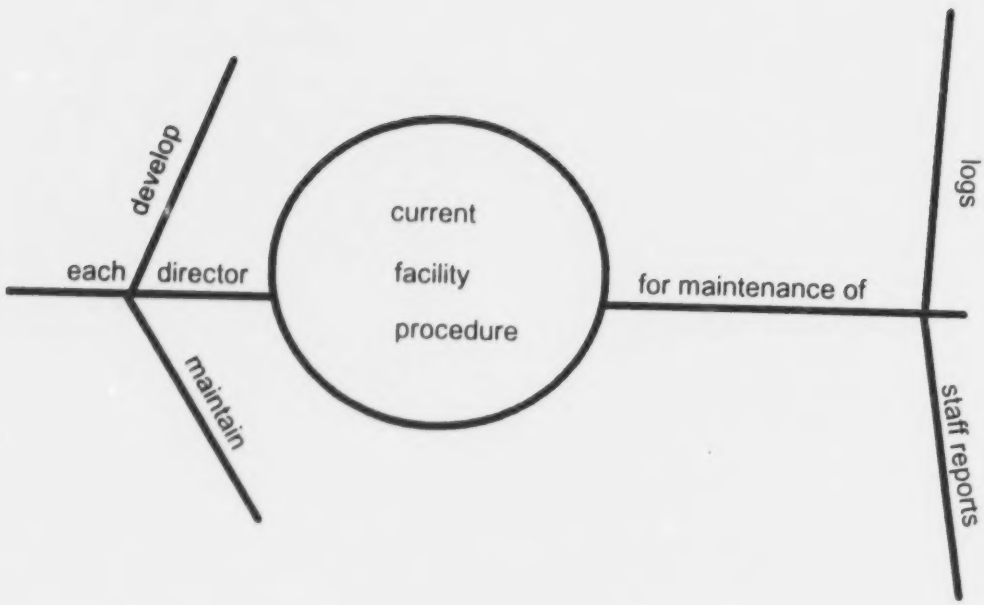

Permanent log has several purposes
to communicate
to other staff and management
important information
To serve as a record
permanent
official
of events, incidents, and observations


at least one permanent facility log
as necessary
others
as provided below
facility director
shall maintain

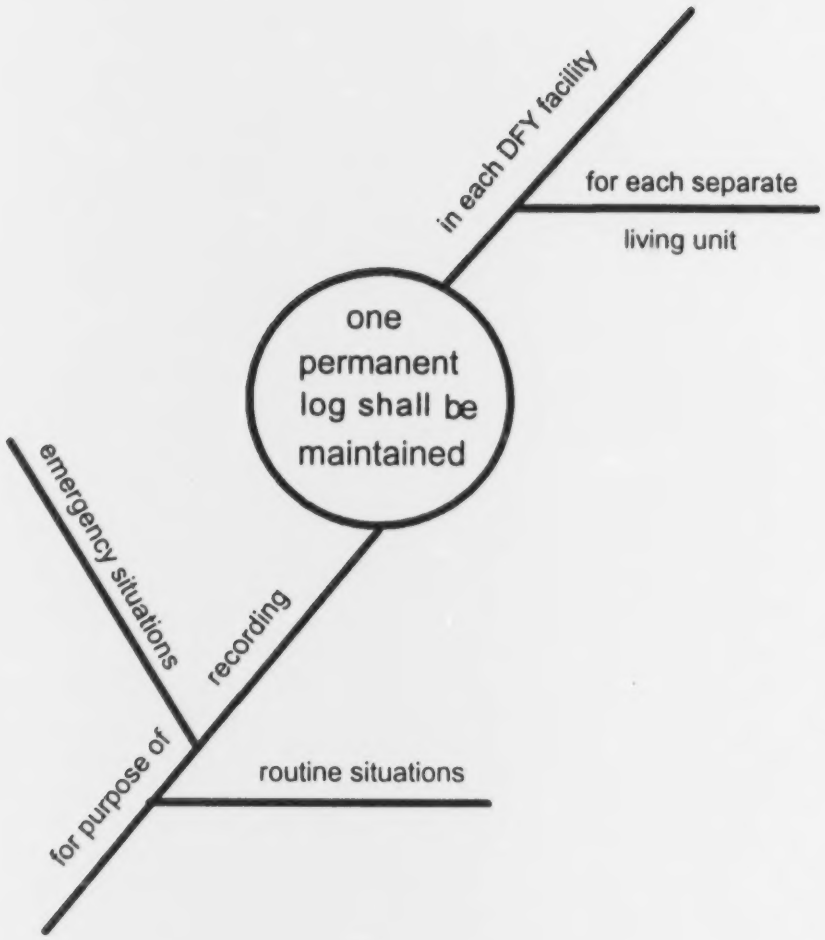
Semantic Map of B.2.

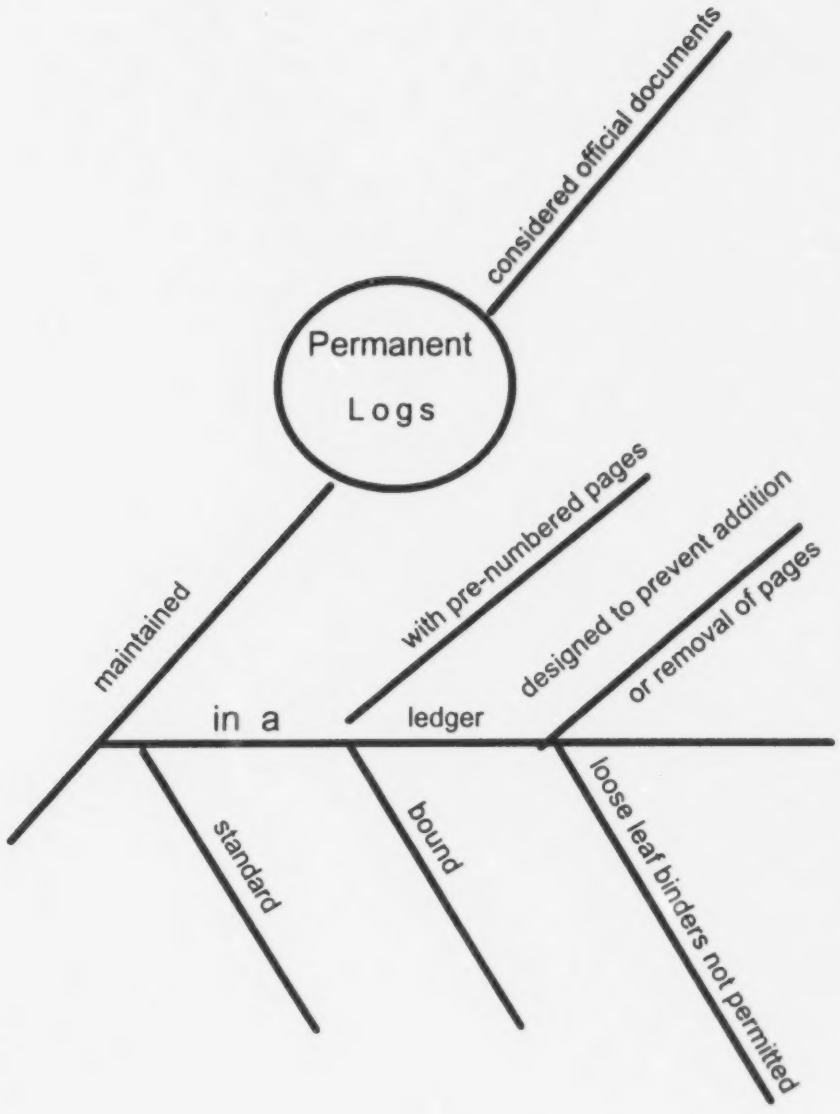


Semantic Map of B.3.

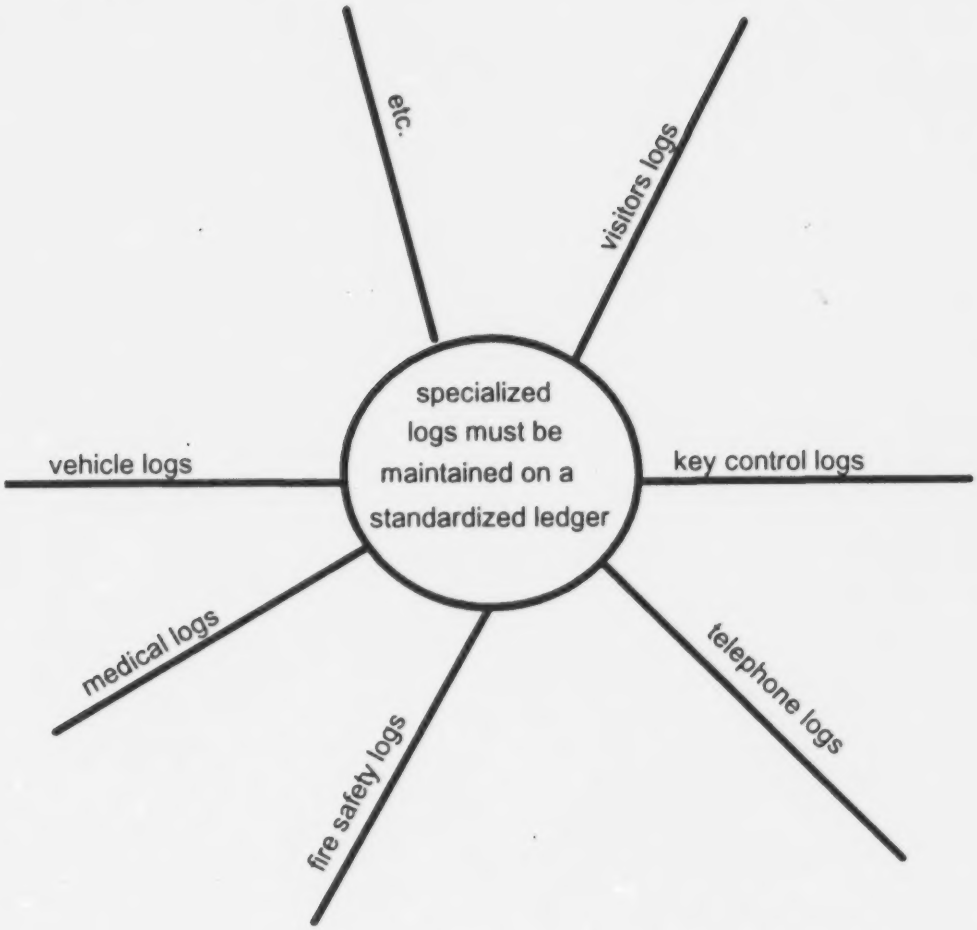


Semantic Map of C.1.

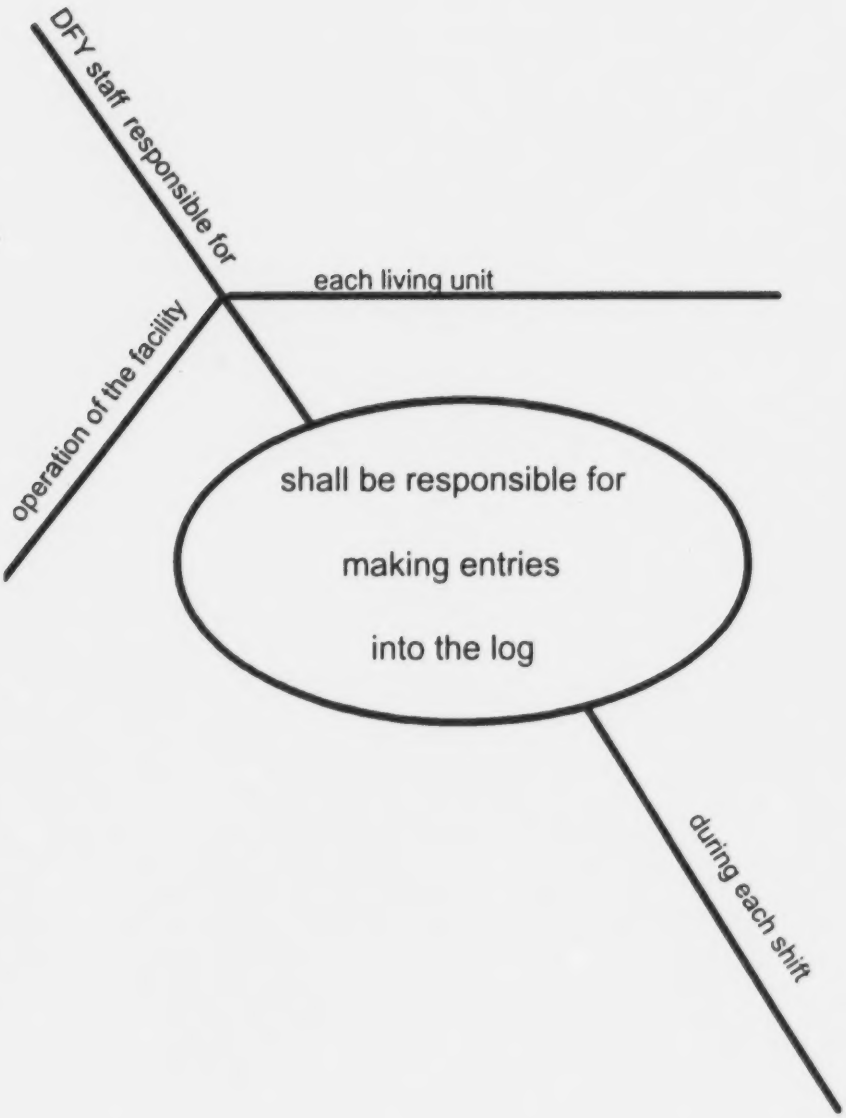


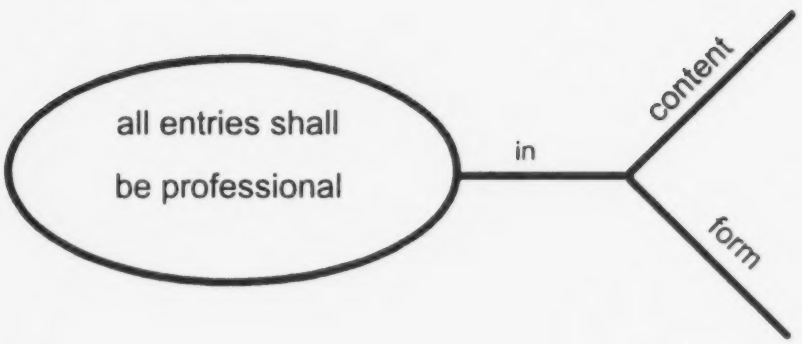

Permanent
Logs
considered official documents
maintained
in a
ledger
with pre-numbered pages
designed to prevent addition
or removal of pages
standard
bound
loose leaf binders not permitted

Semantic Map of C.3

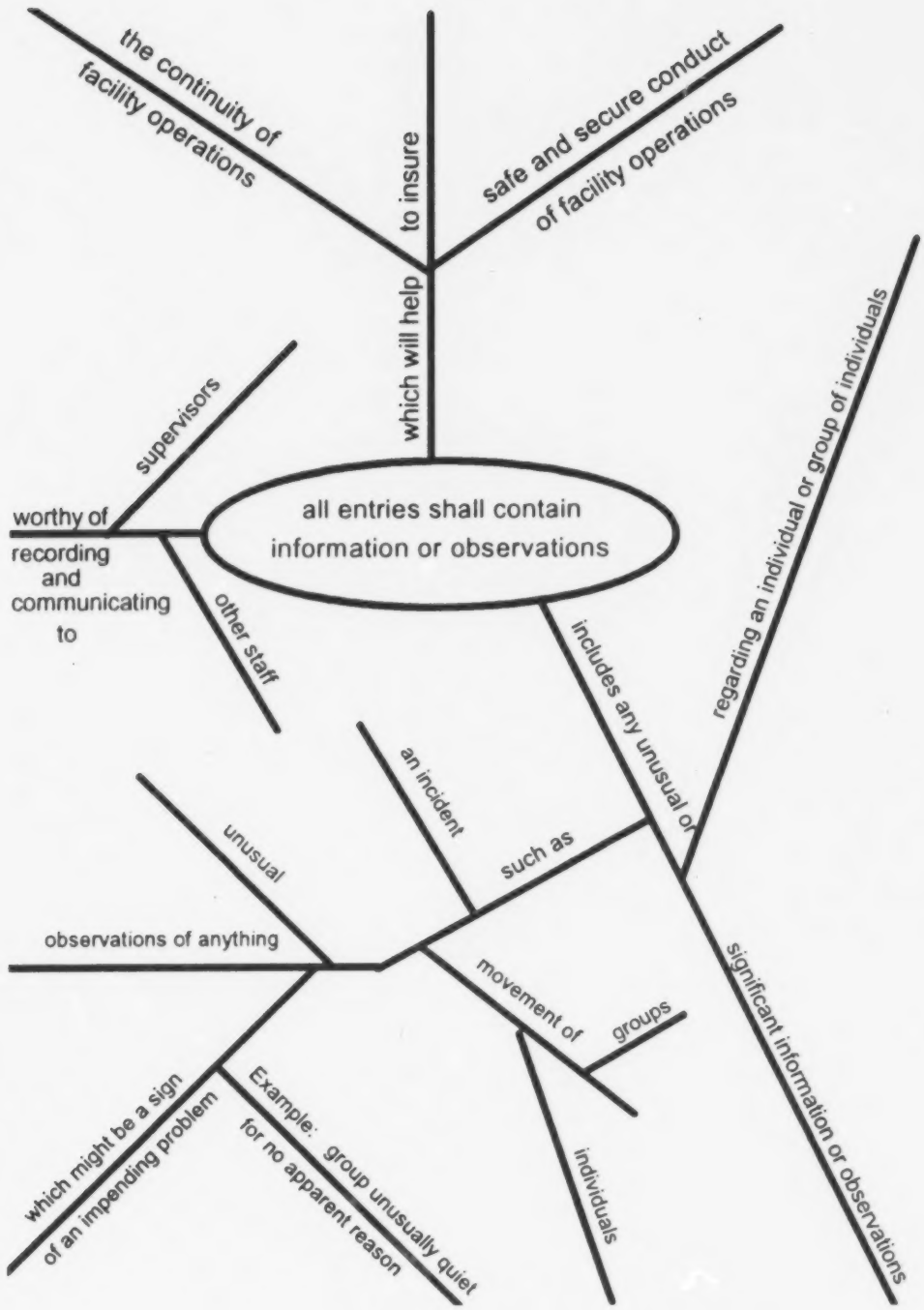


Semantic Map of C.4.




all entries shall
be professional
in
content
form

Semantic Map of C.6.



G:\WORKSP\CPE\LITERACY\CURRIC\MODRDTR6.SAM

Detecting Reading Skills

Possible Behaviors Exhibited by Low-Functioning Readers	Strategies for the Trainer
quiet	buddy them up
withdrawal	take them aside and talk
sarcasm	encourage them
going to the bathroom	provide success
being disruptive	
joking	
saying they forgot glasses	

PARTICIPANT MATERIALS

FOR

READING ON THE JOB

Section 1
Handouts

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

ACTIVITY: Using Pre Reading Techniques

Purpose: To apply the practices of pre reading to job material.

Directions: Imagine you have received these materials in your mailbox at work. You have little time. Check in the boxes what you would do with the material you are given to read. Use the pre reading techniques to help you decide.

	No Need to Read at All	Read Quickly	Read Carefully	Keep for Reference
1994 Legal Holidays				
Increase in Meal Deductions				
Training Announcement				
Time and Accrual Record				
Employment Opportunities				
Control of Youth During Vehicular Transport				
AKWIPT - Checklist				

ACTIVITY: Using Skimming with DFY Policy

Purpose: To practice skimming to determine the overall content.

Directions: Answer the questions below using the Policy, *Control of Youth During Vehicular Transport.*

---

1. Notice headings, titles, information boxes, etc.

2. What information is most useful for you?

3. Where is the Table of Contents?

4. Based on the Table of Contents, what information is in this policy?

5. Which sections will apply most directly to your job?

6. Does the policy follow standard outline format? How can this format help as you read through the policy?

7. Do the first and last paragraphs of the entire policy help you?

8. Is there a summary?

9. What other organizing cues were valuable?

10. Do you have an overall idea of the content of this policy? What is it?

Skimming Techniques

To get an overall idea of content:

1. Read titles, information boxes, and any other information at the beginning of the material.

2. Read section headings.

3. Look at the first and last paragraphs.

4. Read the summary, if there is one.

Scanning Techniques

To find specific information quickly:

1. Decide what information you need.

2. Decide what key word(s) you will look for. Write them down

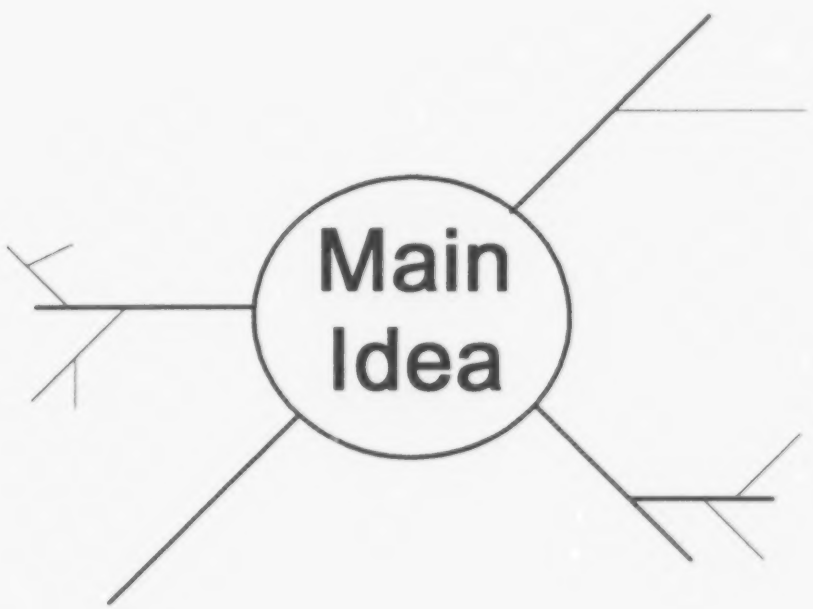
3. Move your eyes quickly down the page, looking for the key word(s).

Hint: Use your finger or a pointer to help focus and guide your eyes.

Semantic Mapping

To understand and recall details:

1. Read the paragraph.
2. Find the main idea - what everything else is related to.
3. Find supporting details.
4. Show relationships among the main idea and the details.



ACTIVITY: Using Reading Techniques

Purpose: To practice using reading strategies: before, during and after a reading selection.

Directions: Use the following questions to assist you in reading the DFY policy, *Supervising Residents*.

Optional: Use this guidesheet for other selections that you may choose to read.

---

1. Before reading: Predict whether to read this:

   a. Why?

   b. How?

2. During reading: Decide what strategies to use:

   a. Skimming - Main ideas are:

   b. Scanning - Key words are:

   c. Semantic Mapping - Choose the sections that require close reading and map several.

3. After Reading: Summarize the content below and on the reverse.

ACTIVITY: Summary and Closure: Reading on the Job

Purpose: To conduct a personal self assessment.

Directions: Answer the questions below in the space provided.

---

1. Learnings: What did I learn?

2. Applications: How can I apply it on the job?

3. Areas for improvement: What/How Can Improve?

PARTICIPANT MATERIALS for READING ON THE JOB

SECTION 2 READING REFERENCE MATERIALS

NEW YORK STATE EXECUTIVE DEPARTMENT
DIVISION FOR YOUTH
CAPITAL VIEW OFFICE PARK
52 WASHINGTON STREET
RENSSELAER, NY 12144

LEONARD G. DUNSTON
Director

CHARLES M. DEVANE
Executive Deputy Director

MEMORANDUM

OFFICE OF HUMAN RESOURCES MANAGEMENT

SUBJECT: 1994 Legal Holidays		NUMBER: 93-64
APPLIES TO: [X] All Employees [ ] CSEA [ ] PEF [ ] M/C [ ] Facility Directors/Unit Heads		
EFFECTIVE DATE: 01/1/94	APPROVED BY: Michael Dugan Director of Personnel	POLICIES AFFECTED:
SUPERSEDES: HR 92-53		
CONTACT: Pat Kaine/Dorothy Vickers		PHONE: (518) 473-5752

New York State government will observe the following legal holidays during the calendar year 1994:

January 1	Saturday	New Year's Day
January 17	Monday	Dr. Martin Luther King, Jr. Day
February 12	Saturday	Lincoln's Birthday - (Floating)
February 21	Monday	Washington's Birthday - Observed
May 30	Monday	Memorial Day - Observed
July 4	Monday	Independence Day
September 5	Monday	Labor Day
October 10	Monday	Columbus Day
November 8	Tuesday	Election Day
November 11	Friday	Veterans' Day
November 24	Thursday	Thanksgiving Day
December 26	Monday	Christmas Day - Observed

BEST COPY AVAILABLE

Offices and units of the Division for Youth normally closed on holidays, will be closed on the above dates, and will be open on all other business days (Monday thru Friday).

Lincoln's Birthday, Saturday, February 12, 1994, will be observed by the State as a floating holiday. Any offices or units of the Division for Youth, that normally work on Saturday, will be open on this date, and all employees, except Teachers, Vocational Instructors and Education Supervisors, will be granted a floating holiday time credit in lieu of a scheduled holiday observance. This holiday time credit may be charged for an absence of the employee's choice, with prior supervisory approval, on or after February 12, 1994.

Floating holiday leave credits should not be added to Holiday Leave or Annual Leave accruals. Rather, employees should simply write in the appropriate leave earned in the Floating Holiday column of Form DFY-2020, Time and Accrual Record, or Form DFY-2030, Bi-Weekly Attendance Record - Hourly/Per Diem Employees, when charging this credit for an absence. Employees and Supervisors should note that floating holiday credits must be charged within one calendar year of the date of crediting, or they are lost; that floating holiday credits may be used in whole-day units only, and that unused holiday credits may not be paid upon separation from State service.

Information as to whether or not Election Day, Tuesday, November 8, 1994, will be designated as a floating holiday as it was in 1993 is not forthcoming at this time and will not be available until the Spring of 1994.

It should be noted that Teachers, Vocational Instructors and Education Supervisors are not covered by the provisions of the State's Attendance Rules and so are not necessarily entitled to time off and pay benefits associated with the holidays listed above. These staff, rather, have their holiday schedules determined by agency level and statewide negotiations of the school year calendar. With regard to Lincoln's Birthday holiday, it has been agreed to in the PEF Labor/Management Subcommittee on Education, that Teachers, Vocational Instructors and Education Supervisors will not accrue the Lincoln's Birthday floating holiday credit this year.

BEST COPY AVAILABLE

NEW YORK STATE EXECUTIVE DEPARTMENT
DIVISION FOR YOUTH
CAPITAL VIEW OFFICE PARK
52 WASHINGTON STREET
RENSSELAER, NY 12144

LEONARD G. DUNSTON
DIRECTOR

CHARLES M. DEVANE
EXECUTIVE DEPUTY DIRECTOR

M E M O R A N D U M

OFFICE OF HUMAN RESOURCES MANAGEMENT

SUBJECT: INCREASE IN MEAL DEDUCTIONS		NUMBER: 94-35
APPLIES TO: [X] All Employees [ ] CSEA [ ] PEF [ ] M/C [ ] Facility Directors/Unit Heads		
EFFECTIVE DATE: 04/07/94	APPROVED BY: Michael Dugan Director of Personnel	DFY POLICIES/ ACA STANDARDS AFFECTED: ACA 2-6039 ACA 2-9060
SUPERSEDES: HR 93-23		
CONTACT: Mary Spiak/Joe Carroll		PHONE: (518) 474-4980

We have been instructed by the Division of the Budget and by the Office of the State Comptroller to process increases in meal deductions effective April 7, 1994. In the check dated May 18, 1994, there will be a normal increased meal deduction (4/21 - 5/4/94) plus a one period adjustment (4/7 - 4/20/94). In the check dated June 1, 1994, the meal deduction will be at the normal bi-weekly rate.

INCREASED MEAL DEDUCTIONS

	BREAKFAST	LUNCH	DINNER	TOTAL FOR 3 MEALS
RATE 4/7/94	$1.91	$2.60	$2.97	$7.48

These amounts should also be collected from visitors and employees not covered by maintenance deductions.

Division policy (PPM 3206) encourages employees to take facility prepared meals and to eat with youngsters as an enhancement of facility therapeutic climates. Employees are free, however, to discontinue meal maintenance, if they so choose, at scheduled intervals. As noted in Human Resources Management Memorandum (HR 93-58) the next effective date at which employees may elect to discontinue meal maintenance is May 5, 1994. Forms DFY-2 to effect this discontinuation must be received in the Payroll Unit no later than April 28, 1994.

printed on recycled paper

NEW YORK STATE DIVISION FOR YOUTH

TRAINING ANNOUNCEMENT

Staff Development and Training

CSEA/PEF/MC

TUITION REIMBURSEMENT PROGRAMS

Leonard G. Dunston, Director

Charles M. Devane, Executive Deputy Director

CSEA TUITION REIMBURSEMENT PROGRAM:

This is to inform you that the Governor's Office of Employee Relations has notified us that the State/CSEA negotiated agreement, though pending ratification, includes provisions for a three-year Tuition Reimbursement Program for CSEA members who began their course work on or after April 1, 1992. The reimbursement rate during the 1992-93 fiscal year is 50%, while the maximum dollar amount an employee may receive for this period is $600.

In order to facilitate the payment process, you may submit the entire Part 1 application form (all four copies) to the following for completion:

Shirley Clark, Administrative Aide
Bureau of Staff Development & Training
NYS Division for Youth
Capital View Office Park, Room 224
52 Washington Street
Rensselaer, NY 12144-2735

Do not attach receipts or grade reports to the Part 1 form. When the rating determination has been made by the Central Office Training Unit Rating Officer, a Part 2 form will be forwarded to you with instructions for completion.

Unfortunately, courses started during the previous fiscal year (April 1, 1991 through March 31, 1992) may NOT be reimbursable under the new agreement. However, we will continue to hold applications until the contract has been ratified and we receive final confirmation.

PEF TUITION REIMBURSEMENT PROGRAM:

As of this date, there has been no contract agreement. Therefore, applications, if submitted to the above address, will continue to be held until we receive notification otherwise.

M/C TUITION REIMBURSEMENT PROGRAM:

The M/C program remains unchanged for fiscal year 1992-93 at the rate of 75% reimbursement and maximum of $750. We will continue to forward application forms for processing.

Should you have any questions, please call the Tuition Reimbursement Processing Unit at (518) 474-7176 or Shirley Clark at (518) 473-4449.

For more information contact: SEE ABOVE

DATE: May 13, 1992

NUMBER: CSEA/PEF/MC-6-92

NEW YORK STATE DIVISION FOR YOUTH

TRAINING ANNOUNCEMENT
BUREAU OF STAFF DEVELOPMENT & TRAINING

Leonard G. Dunston, Director

Charles M. Devane, Executive Deputy Director

! PLEASE POST !

TAXATION OF NON JOB-RELATED EDUCATIONAL ASSISTANCE

The Governor's Office of Employee Relations (GOER) has asked us to inform you that the federal tax provision which exempted up to $5,250 of non job-related educational assistance from taxes expired on June 30, 1992. Therefore, all tuition reimbursement payments to employees for non job-related coursework between July 1 and December 31, 1992 will be reported to the IRS on the W-2 form. A letter from the Tuition Reimbursement Processing Unit has been sent to each affected employee. The Office of the State Comptroller will be withholding the appropriate Social Security/Medicare tax for tuition reimbursements received in 1992 from payroll checks received in January 1993.

It is expected that legislation will be introduced to extend the tax exemption for employees provided educational assistance. However, until such legislation is passed, the benefits for non job-related coursework may be taxed.

For more information contact: GOER Division for Development Services (518) 474-5457

Date: December 29, 1992

Number: TR-17-92

NEW YORK STATE EXECUTIVE DEPARTMENT
DIVISION FOR YOUTH
CAPITAL VIEW OFFICE PARK
52 WASHINGTON STREET
RENSSELAER NY 12144

LEONARD G. DUNSTON
DIRECTOR

CHARLES M. DEVANE
EXECUTIVE DEPUTY DIRECTOR

M E M O R A N D U M

OFFICE OF HUMAN RESOURCES MANAGEMENT

SUBJECT: TIME AND ACCRUAL RECORD - COMPLETION BY SUPERVISOR IN ABSENCE OF EMPLOYEE		NUMBER: 94-31
APPLIES TO: [X] All Employees [ ] CSEA [ ] PEF [ ] M/C [ ] Facility Directors/Unit Heads		
ISSUE DATE: 04/21/94	APPROVED BY: Michael Dugan Director of Personnel	DFY POLICIES/ ACA STANDARDS AFFECTED: ACA 2-6039 ACA 2-9060
SUPERSEDES:		
CONTACT: Pat Kaine, Employee Benefits Unit		PHONE: (518) 473-5752

Division for Youth Policy 2042.1, Records of Attendance - Annual Salaried Employees, states, in part, that it is the responsibility of the Office/Facility Head to submit "a properly completed and audited time record for **each** employee (emphasis added)." It should be noted that although it is ultimately the Office/Facility Head's responsibility to ensure that timerecords are submitted to the Employee Benefits Unit in a timely manner, it is the **employee's responsibility** to complete and submit an accurate attendance record.

However, if an employee does not submit a timerecord for a period in which an employee is in payroll status, including periods of leave with pay and leave with half-pay, their salary check should be withheld. Supervisors must initially rely upon this method to secure timerecords.

In the event that an employee is on extended leave without pay (e.g., workers' compensation leave, leave without pay), and is unable or unwilling to submit a completed timerecord, it is the responsibility of the supervisor to secure a timerecord from that employee or complete one and submit it on behalf of the employee. Should a supervisor be required to submit a timerecord on behalf of an employee, the Employee Certification section should indicate "Employee Unavailable for Signature" and a copy must be provided to the employee.

BEST COPY AVAILABLE

printed on recycled paper

Reading 5

NEW YORK STATE DIVISION FOR YOUTH

EMPLOYMENT OPPORTUNITIES

ANNOUNCEMENT DATE
4-22-94

REPLY BY:
5-06-94

RECEIVED
Training Chair

DFY Personnel Office - 52 Washington Street - Rensselaer, NY 12144

EOA No.	Title of Position	Item Number	Salary/ Grade	Location	Appt. Type	Negot. Unit	# of Pos
94-190	Youth Division Aide 4 Continuous recruitment		14	Harlem Valley Secure Center	PERM/ TEMP	CSEA	-
94-191	Food Service Worker 2 (50%) week-ends	25138	9	Tryon Residential Center	PERM	CSEA	1
94-192	Youth Division Aide 3	20042	12	Oatka Residential Center	PERM	CSEA	1
94-193 *	Youth Facility Spec. 1	08173	22	Central Office-Classification and Movement	C/P	PEF	1
94-194	Youth Division Aide 4	13584-13546	14	Harlem Valley Secure Center	TEMP	CSEA	2
94-195	Youth Division Counselor	37472	18	Harlem Valley Secure Center	PERM	PEF	1
94-196	Calculations Clerk 2	00827	9	Central Office-Payroll	C/P	CSEA	1
94-197	Youth Division Aide 2	26067	9	Allen Residential Center	PERM	CSEA	1
94-198	Cook (50%)	26702	11	Middletown Residential Center	C/P	CSEA	1
94-199	Data Base Admn. Programming Analyst 1	01044	23	Central Office/EDP	PERM	PEF	1
94-200	Data Comm. Spec. 1	41100	23	Central Office/EDP	PERM	PEF	1
94-201	Youth Division Aide 4	15061	14	MacCormick Secure	PERM	CSEA	1

*See Attached Qualifications
94-146 Rescind this EOA - Sr. YDC Manhattan Community Care will not be filled at this time.

NOTE TO APPLICANTS:

1. If there is a mandatory eligible or hiring list affecting a DFY position, we may not be able to inteview or consider you for appointment or promotion if you are not on such list.
2. If you are interested in any of these positions, submit a separate DFY-1 Application for Employment for each position. Send application(s) to DFY's Personnel Office by the indicated reply date in order to be considered for such position. (Youth Division Aides see note 3.) Please indicate EOA number on application.
3. Applications for Youth Division Aide positions should be sent directly to the facility where the vacancy exists.
4. It is to your advantage to obtain a written evaluation of job peformance from your present supervisor. Submit it with the DFY-1 Application for Employment.
5. If a reasonable accommodation is required, contact the Personnel Office at (518) 473-7936.

NOTE TO HIRING MANAGERS:

1. Mandatory hiring lists may prevent transfers between counties. 80

DFY is an Equal Opportunity/Affirmative Action Employer

Youth Facility Specialist 1

Qualifications:

Eight years experience in which your major responsibility was inspecting, reviewing, monitoring or evaluating programs for the treatment and rehabilitation of court-involved adolescents to ensure compliance with specific laws, rules, regulations, policies and procedures, direct care or counseling experience will not be considered qualifying.

Study at a regionally accredited college or university may be substituted for up to a maximum of four years at the rate of 30 credit hours equaling one year of experience.

CGF-1201 (7/85) NEW YORK STATE - DIVISION FOR YOUTH

POLICY MANUAL

TITLE:	DATE:	ITEM NUMBER:
CONTROL OF YOUTH DURING VEHICULAR TRANSPORT	5/24/89	3247.04

APPROVED BY: Leonard G. Dunston, **DIRECTOR.** **DATE:** 5/30/89

RELATED LAWS:
Executive Law, Art. 19-G, Section 501

NUMBER OF APPENDIX PAGES: 2

PAGE: 1 of 12

SUPPORTING REGULATIONS:
9 NYCRR 168.3, 181.8b, 181.9b

CONTACT UNIT:
ORS Bureau of Mgmt. Support Svcs.

KEY WORDS:
(1) Security (2) Safety
(3) Travel (4) Transfers
(5) (6)

COMPLIANCE STANDARDS:
ACA 2-9196

SUPERSEDES: Item Number Date
NEW ITEM

DFY POLICIES AFFECTED:

Item Number	
PPM 1709.00	Driver Safety
PPM 3442.00	P.O.S.P.
PPM 3247.18	Contraband, Inspec., & Searches
PPM 3247.19	AWOLS & Warrants
PPM 3453.00	Home Visits
PPM 3463.00	Guidelines for Assignment of Male & Female YDAs

SUMMARY: This item establishes policy and sets the standards for the vehicular transport of DFY youth.

TABLE OF CONTENTS:

A. POLICY
B. SCOPE
C. DEFINITIONS
D. GENERAL TRANSPORTATION RULES
E. TRANSPORT OF NEW ADMISSIONS, TRANSFERS, AWOLS AND RELEASE VIOLATORS
F. TRANSPORT OF DFY RESIDENTS OF SECURE CENTERS (LEVEL I)
G. TRANSPORT OF DFY RESIDENTS OF LIMITED SECURE FACILITIES (LEVEL II)
H. TRANSPORT OF DFY RESIDENTS OF NON-COMMUNITY BASED FACILITIES (LEVEL II)
I. TRANSPORT OF DFY RESIDENTS OF COMMUNITY BASED FACILITIES (LEVEL III)
J. LONG DISTANCE TRANSPORT
K. PUBLIC TRANSPORTATION
L. SPECIAL ESCORT
M. EMERGENCY SITUATIONS

BEST COPY AVAILABLE

ATTACHMENT: DFY Form 1513 - "Youth Transfer Record"

CONTROL OF YOUTH DURING
VEHICULAR TRANSPORT

A. POLICY

It is the policy of the Divis
security, supervision and safet
youth to prevent AWOLS and to
general public. The appropria
safety will be commensurate w
youth(s) being transported an
transport situation.

B. SCOPE

Unless otherwise specified, t
shall apply only to DFY facilit
secure/Non-community based);
intake phase and to the transpo
any other situations of youth t
sion.

C. DEFINITIONS

1. Vehicular Transport or Trans
"vehicular transport" or
DFY youth or youths in any
residential facility.

2. Qualified Staff: As used i
shall be used to mean:

a. staff experienced or tr
youth and in the supe
transport. Such experi
not necessarily be limi
of restraint equipmen
employees must succes
Basic In-service Traini
duties. Facility direc
ment completion of this
established by the DFY

b. in addition, staff must
or field office super
of his/her job assignme

3. Security Vehicle: A sta
with a security screen betw
the rear doors and rear win
For specifications contact

he Division to maintain the appropriate level of
nd safety during the vehicular transport of DFY
S and to protect DFY youth, DFY staff and the
propriate level of security, supervision and
surate with the classification and status of the
orted and with the nature of the particular

ified, these policies, procedures and standards
facilities in levels I (Secure) and II (Limited
based); to the transport of DFY youth during the
transport of AWOLs and release violators; and
youth transport that require escort and supervi-

or Transport: As used in this item, the terms
rt" or "transport" shall mean the transport of a
in any motor vehicle off the grounds of a DFY
.

s used in this item, the term "qualified staff"
an:

ed or trained in the general supervision of DFY
he supervision and control of DFY youth during
n experience or training shall include, but may
be limited to, experience or training in the use
quipment and in transport procedures. New
successfully complete all modules of the DFY
e Training Program prior to undertaking transport
ty directors/field office supervisors shall docu-
of this training in accordance with guidelines
the DFY Staff Development and Training Unit; and

aff must be authorized by the facility director
e supervisor to perform transport duties as part
assignment.

A state-owned vehicle equipped, at a minimum,
een between the driver and the back seat and with
rear windows rendered inoperable from the inside.
contact the Finance Unit in Central Office.)

BEST COPY AVAILABLE

D. GENERAL TRANSPORTATION RULES

Unless otherwise specified, the following rules are applicable to the transport of residents of level I (Secure) and level II (Limited secure/Non-community based) facilities and to the transport of new admissions, transfers, AWOLs and release violators.

1. Authorization to Transport

In any transport situation, at least one of the employees performing transport duties must be authorized by the facility director or field office supervisor to perform such duties as part of his/her job assignment.

2. Qualifications to Transport

Before undertaking transport duties such an authorized employee must be qualified to perform transport duties as defined in C.2. above. In accordance with this definition of "qualified", employees who are not experienced in supervision and control during transport must be trained in accordance with section C.2. It is the responsibility of the facility director or field office supervisor supported by program management to ensure that adequate training is provided. Such training will not be limited to the Basic In-Service Training package which is necessary to qualify inexperienced staff to undertake transport duties, but must also include sufficient "on-the-job" training to the point where the employee can act as the sole transporting staff where standards allow single staff transport as judged by the facility director or field office supervisor.

3. CPR and First Aid Training

DFY Transport agents and other staff who are primarily involved in transporting youths are required to successfully complete CPR and First Aid Training. Certification in both areas is mandatory as are annual refresher courses in these skills.

4. Safety and Security Factors

When assigning staff to the transport of youth(s) the following safety and security factors must be considered in each transport situation.

a. the security needs of the situation (risk of assault, AWOL or self-injury);

b. the level of training and experience of available staff;

c. the capability of available staff to deal with the risk factors involved.

BEST COPY AVAILABLE

d. the gender of the transporting staff in certain circumstances. Examples of such circumstances include the following:

(1) whenever visual supervision is necessary at all times and lavatory use is probable; (See, also, Section "H")

(2) whenever body searches may be necessary;

(3) whenever the transporting staff may be subjected to possible accusations of sexual abuse;

(4) whenever it is indicated by the specific medical condition of the youth in medical transport situations; and

(5) when transporting 110 miles (one way) or the expected travel time exceeds two hours (one way) or more (see section "H).

(6) in general, whenever safety or security would be compromised by not having at least one of the transporting staff of the same gender as the youth being transported.

5. Mechanical Restraints

In general, mechanical restraints (including only handcuffs and footcuffs) may be used in any vehicular transport situation whenever, in the judgement of transport staff or the responsible supervisor, this is necessary for public safety. However, mechanical restraints shall not be used on PINS youth and shall not be used on public transportation. Whenever mechanical restraints are used, the senior staff person on the escort term shall note that fact on DFY Form 1513 - 'Youth Transfer Record.'

6. Search of Youth

Applicable to all transport situations described below requiring the use of a security vehicle, the youth must be searched just prior to transport to insure that such youth has no weapons or other contraband. (See also PPM 3247.18 - 'Contraband, Inspections and Searches').

7. Safety Equipment

Except for OGS pool vehicles, all other state-owned vehicles to be used to transport youth must contain the following safety equipment:

- CO2 or dry chemical fire extinguisher (checked regularly and replenished, if necessary)
- first aid kit (checked regularly and replenished, if necessary)
- supply of flares or reflectors

BEST COPY AVAILABLE

- Jumper cables

- CB radio (or an alternate communication device if approved by the Deputy Director for Residential Services or designee)

- an adequate and appropriate security screen between the front and rear seats. (the installation should be accomplished without modifying the structure of the vehicle, i.e., removing headrests, and in a manner which provides security for staff and DFY youth. Contact the DFY Finance Unit for specifications.)

- during winter months, appropriate tires and/or tire chains are required. A snow shovel, sand, blankets and window de-icer are recommended.

8. Seat Belts

In any vehicular transport situation, the youth must be seat-belted for highway safety. This applies to all DFY youths including residents of community based facilities and those on community supervision status. This also applies to the driver and all passengers. Exceptions will be allowed only in hospital transport situations in which the medical condition of the youth contraindicates the use of a seat belt.

9. Youth Transfer Record

Each time a youth is moved into DFY custody, moved out of DFY custody, or moved to different locations within DFY, the senior staff person in charge of the escort team shall be responsible for completing and filing the DFY Youth Transfer Record (DFY 1513). This form is intended to document the transportation of a youth between locations whenever transport is done under escort and supervision.

In brief, the senior transporting agent will arrange for signature of the official from whom the youth is being released, and the transporting agent will sign over the youth to the facility or organization that is receiving the youth.

The senior DFY staff person in charge of the escort team must complete the section on "Circumstances of Transfer." This section will indicate the type of transportation and will provide for commentary on any unusual conditions that may have arisen during transport, such as the need for mechanical restraints.

The senior escort staff person will arrange for duplicates or photocopies of the form to be sent to the releasing unit or organization, the Bureau of Classification and Movement, and the receiving unit or organization. Copies will also be kept by the escort staff.

BEST COPY AVAILABLE

10. Driver Qualifications

In accordance with PPM 1709 - 'Driver Safety,' DFY staff drivers of transport vehicles must be listed as 19-A certified drivers if they drive a vehicle with a capacity of ten or more or they must be listed as a qualified driver if they drive a vehicle with a capacity of less than ten. (Notwithstanding the NOTE which follows, there can be no exception to this requirement).

NOTE: ANY EXCEPTIONS TO THESE RULES OR ANY OF THE TRANSPORT STANDARDS ESTABLISHED IN THIS POLICY IN PARTICULAR CASES MUST BE APPROVED BY THE APPROPRIATE DEPUTY DIRECTOR OR DESIGNEE. A WAIVER FOR A DEVIATION FROM ANY STANDARD MUST BE APPROVED IN WRITING BY THE DEPUTY DIRECTOR FOR RESIDENTIAL SERVICES OR THE DEPUTY DIRECTOR FOR LOCAL SERVICES AS APPROPRIATE.

E. TRANSPORT TO ADMISSION OR RE-ADMISSION/TRANSPORT TO RELEASE OR DISCHARGE

This section applies to the transport of DFY youth by DFY staff of new admissions, transfers, AWOLS and release violators. It also includes transport upon release to parole or community care and transport upon discharge from the Division. In all cases, transport standards are based upon the most recent classification of the youth. For example, in a transfer from a level II facility to a level III facility, the transport standards of the level III facility would apply. The following standards are to be considered minimal. Intensified security measures, such as increased staff coverage, may be taken depending upon the assessment of the risk factors in any particular transport situation.

1. Transport To A Secure Facility (Level I) For Admission Or Re-Admission

a. Must use a security vehicle

b. Mechanical restraints, including only handcuffs and footcuffs, must be used in every instance.

c. Transport Ratios:

- a minimum of 2 staff (including the driver) for 1 or 2 youths

- a minimum of 3 staff (including the driver) for 3 youths (or a 1:1 ratio when transporting 2 or more youths).

2. Transport To A Limited-Secure/Non-Community Based Facility (Level II) For Admission Or Re-admission

a. Must use a security vehicle

BEST COPY AVAILABLE

b. Mechanical restraints, including only handcuffs and/or footcuffs may be used whenever in the judgement of the transporting staff or the responsible supervisor, this is necessary for public safety.

c. Transport Ratios:

- a minimum of 1 staff (the driver) for 1 youth
- a minimum of 2 staff (including the driver) for 2 to a maximum of 4 youth.

3. Transport To A Community Based Facility Or To A Private Facility For Admission Or Re-Admission

The youth may be transported at the discretion of the responsible facility director or the responsible field office supervisor.

4. Transport To Release To Community Care Or To Discharge From Any Facility

The youth may be transported at the discretion of the responsible facility director or the responsible field office supervisor.

F. TRANSPORT OF RESIDENTS OF DFY SECURE CENTERS (LEVEL I)

1. A security vehicle must be used.

2. The resident must be handcuffed and footcuffed in every instance except upon release to parole or community care, discharge or transfer to a non-secure facility (see E.2,3 and 4 above)

3. Transport ratios (staff to youth)

- A minimum of 2 staff (including the driver) for 1 or 2 youths
- A minimum of 3 staff (including the driver) for 3 youths (or a 1:1 ratio when transporting 2 or more youths).

NOTE: The above standards are to be considered minimal. Intensified security measures such as increased staff coverage may be taken depending upon the assessment of the risk factors involved in any particular transport situation. These standards do not apply to transfers to level II or III facilities and to releases and discharges from level I facilities. (See section E.).

G. TRANSPORT OF RESIDENTS OF LIMITED SECURE FACILITIES (LEVEL II-TITLE III)

1. High Risk and Non-Assessed Youth

Youth who have not yet been assessed at the First Case Review (about 30 days after admission) and those considered special risks.

a. must use a security vehicle;

b. handcuffs and/or footcuffs must be used if, in the judgement of the transporting staff or the responsible supervisor, this is necessary for public safety.

c. Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 youth.
- A minimum of 2 staff (including the driver) for 2 to 4 youths.
- Not less than 1 staff (including the driver) for every 2 youths whenever transporting more than 4 youths.

2. Low Risk Youth

Youth who have been assessed at the first case review and have specifically been approved for off-grounds recreational activities may be transported by qualified staff under security and supervision arrangements made at the discretion of the facility director subject to the following standards:

Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 to 5 youths.
- A minimum of 2 staff (including the driver) for 6 to 10 youth
- Not less than 1 staff (including the driver) for every 5 youths whenever transporting more than 10 youths

NOTE: The above standards are to be considered minimal. Intensified security measures such as increased staff coverage may be taken depending upon the assessment of the risk factors involved in any particular transport situation. These standards do not apply to transfers, releases and discharges (see section E.).

BEST COPY AVAILABLE

H. TRANSPORT OF RESIDENTS OF NON-COMMUNITY BASED FACILITIES (LEVEL II - TITLE II)

1. Pre-Assessment

Youth who have not yet been assessed at the first case review (about 30 days after admission) and those considered special risks:

a. must use a security vehicle;

b. handcuffs and/or footcuffs must be used if, in the judgement of the transporting staff or the responsible supervisor, this is necessary for public safety. However, mechanical restraints shall not be used on PINS youth.

c. Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 youth
- A minimum of 2 staff (including the driver) for 2 to 4 youths
- Not less than 1 staff (including the driver) for every 2 youths whenever transporting more than 4 youths.

2. Approved for Off-Grounds

Youth who have been assessed at the first case review and have specifically been approved for off-grounds recreational activities may be transported by qualified staff under security and supervision arrangements made at the discretion of the facility director subject to the following standards:

Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 to 8 youths
- A minimum of 2 staff (including the driver) for 9 to 16 youths
- Not less than 1 staff (including the driver) for every 8 youths whenever transporting more than 16 youths

Youth who have been approved for off-grounds activities may also be taken off grounds by parents, guardians or volunteers provided that all involved sign an agreement to written rules stipulating the conditions of such off grounds excursions.

NOTE: The above standards are to be considered minimal and should be surpassed whenever resources are available. Intensified security measures such as increased staff coverage may be taken depending

BEST COPY AVAILABLE

upon the assessment of the risk factors involved in any particular transport situation.

I. TRANSPORT OF DFY RESIDENTS OF COMMUNITY BASED FACILITIES (LEVEL III)

Residents of community based facilities (level III) may be transported at the discretion of the facility director.

J. LONG DISTANCE TRANSPORT BY AUTOMOBILE

Applicable only to transport by automobile driven by DFY staff: If the distance for travel exceeds 110 miles one way or the expected travel time exceeds two hours (one way) and standards require the use of a security vehicle or the youth being transported requires constant visual supervision, then at least two qualified staff must be used regardless of any other standard. At least one of the transporting staff must be of the same gender as the youth being transported. This includes, but is not necessarily limited to:

1. youth being transported for admission to secure facilities (level I) or to limited secure/non-community based facilities (level II).

2. the residents of level II facilities prior to the first case review and those and those considered special risks.

3. the transport of transfers, AWOLS and release violators to facilities in levels I and II.

NOTE: The above standards are considered to be minimal. Intensified security measures, such as increased staff coverage, may be taken depending upon the assessment of the risk factors involved in any particular transport situation.

K. PUBLIC TRANSPORTATION

1. Conditions Where Public Transport Not Allowed

Public transportation shall not be used in any situation in which a security vehicle and/or mechanical restraints is necessary for public safety. DFY youth shall not be taken on public transportation in mechanical restraints. (9 NYCRR 181.8b)

2. Mandatory Escort for Public Transport

Except as otherwise specified, the following categories of residents must be escorted in travel on public transportation by at least one qualified DFY staff.

BEST COPY AVAILABLE

a. Residents of secure facilities - Except under exigent circumstances, public transportation shall not be used. If public transportation must be used, at least two qualified DFY staff must escort such youth. Exception: if air travel is used, one staff may be used on the plane. However, two escorts must be used on the ground to and from the points of departure and arrival.

b. Residents of level II facilities who have not yet become eligible for their first home visit - The use of public transportation should be avoided. If public transportation is used, at least one qualified staff must escort such youth.

3. AWOLs

a. AWOL juvenile offenders and restrictive placements who come back into the physical custody of DFY staff must be escorted in travel on public transportation by at least two qualified DFY staff. Exception: if air travel is used, one staff may be used on the plane. However, two escorts must be used on the ground to and from the points of departure and arrival.

b. AWOL title III juvenile delinquents who come back into physical custody of DFY staff must be escorted in travel by at least one qualified DFY staff. This includes public transportation. There is no exception. (See New York State Regulations 9 NYCRR 181.9[b].)

c. AWOL title II juvenile delinquents and persons-in-need-of-supervision who come back into DFY custody shall also be escorted in travel. Exceptions may be made only with the approval of the Deputy Director for Residential Services or designee. Such an exception must be based upon the following judgement:

(1) that the AWOL youth will not constitute a danger to himself or others if he/she travels unescorted; and

(2) that the AWOL youth will not abscond again if he/she travels unescorted.

d. Unescorted Returning AWOL

In those instances in which an AWOL youth is approved for unescorted travel:

1) Once travel arrangements have been made, the worker must phone the facility to which the youth is to be returned (if facility staff is not transporting the youth) and inform the facility of the time and place of the youth's arrival.

BEST COPY AVAILABLE

(2) When transportation is not by automobile, the DFY staff must personally accompany the youth to the train, plane or bus and purchase a ticket. DFY staff must then supervise the youth until the train, plane or bus has departed.

(3) Facility staff must meet the returning youth. Facility workers must arrive at the plane, train or bus depot prior to the arrival time and wait at the gate of arrival. If the train, plane or bus is delayed, the facility worker must wait at the gate of arrival until the train, plane or bus arrives.

(4) Any DFY AWOL youth who must be returned from or sent to another state, must be returned through the Interstate Compact. In such case, contact the Bureau of Classification and Movement in Central Office.

L. SPECIAL ESCORT

In situations involving the transport of a particularly dangerous youth or one who may require special attention or protection, law enforcement officers shall be used to provide such service or render assistance. Such use requires approval by the Deputy Director for Residential Services or designee.

M. EMERGENCY SITUATIONS

In emergency circumstances constituting a life threatening situation, the standards contained in this item may be waived with the approval of the facility director, whenever possible, or the senior staff on the scene. When this is done, a report must be filed with the appropriate Deputy Director or designee.

NOTE: ANY EXCEPTIONS TO THESE RULES OR ANY OF THE TRANSPORT STANDARDS ESTABLISHED IN THIS POLICY IN PARTICULAR CASES MUST BE APPROVED BY THE APPROPRIATE DEPUTY DIRECTOR OR DESIGNEE. A WAIVER FOR A DEVIATION FROM ANY STANDARD MUST BE APPROVED IN WRITING BY THE DEPUTY DIRECTOR FOR RESIDENTIAL SERVICES OR THE DEPUTY DIRECTOR FOR LOCAL SERVICES AS APPROPRIATE.

BEST COPY AVAILABLE

Handout
Transport of Youth
AA206A

AKWIPT - Checklist

Aware of Your Responsibilities

to maintain the appropriate level of security, supervision and safety during vehicular transport of DFY youth to prevent AWOL's and to protect DFY youth, DFY staff, and the general public.

Know the Youth

legal classification and program status, past history, present attitude, medical problems, problematic relationships.

Well Prepared for Your Trip

clear instructions, clear understanding with partner(s), check vehicle, secure necessary papers, appropriate dress.

In Command of Your Equipment

equipment in good working order, fully familiar with use of equipment.

Prepare the Youth

initial meeting, search, apply mechanical restraints properly.

Totally in Charge During the Trip

proper seating arrangement, constantly watch and listen, decide all questions in your favor.

BEST COPY AVAILABLE

CGF-1201 (7/85) NEW YORK STATE - DIVISION FOR YOUTH
POLICY MANUAL

TITLE:	DATE:	ITEM NUMBER:
FACILITY LOGS/SHIFT REPORTS	1/15/87	3247.09
APPROVED BY: Leonard G. Dunston, **DIRECTOR.**	**DATE:** 2/2/87	

RELATED LAWS:	NUMBER OF APPENDIX PAGES:	PAGE:
		1 of 4
SUPPORTING REGULATIONS:	**CONTACT UNIT:** Program Utilization & Mgt. Assistance (P.U.M.A)	
KEY WORDS: (1) Security (2) (3) (4) (5) (6)	**COMPLIANCE STANDARDS:** CAC 2-9179	
SUPERSEDES: Item Number Date	**DFY POLICIES AFFECTED:** Item Number Date	

SUMMARY: This policy requires each DFY facility to maintain at least one facility log which includes shift reports or summaries and prescribes the proper use of such logs and reports.

TABLE OF CONTENTS:

A. INTRODUCTION

B. POLICY

C. PERMANENT LOGS

D. SHIFT REPORTS

A. INTRODUCTION

Adequate supervision of DFY residents requires development of a formal system for recording routine and emergency situations involving residents.

Permanent logs fulfill several purposes:

1. To serve as a permanent and official record of events, incidents and observations; and,

2. To communicate important information to other staff and management.

The use of logs promotes continuity of program and, therefore, contributes significantly to the efficiency and effectiveness of program.

B. POLICY

1. Each facility director shall maintain at least one permanent facility log and others, as necessary, or as provided below.

2. Shift reports or summaries of the shift or daily activities as described below shall be made part of the permanent log.

3. Each facility director shall develop and maintain current facility procedures for the maintenance of logs and shift reports.

C. PERMANENT LOGS

1. At least one permanent log shall be maintained for each separate living unit in each DFY facility for the purpose of recording routine and emergency situations.

2. Permanent logs shall be considered official documents. Therefore such logs shall be maintained in a standard, bound ledger with pre-numbered pages. Such ledgers shall be designed to prevent the addition or removal of pages. Loose-leaf binders are not permitted.

3. Where it is determined that specialized logs are to be kept for specialized purposes such as: visitors logs, medical logs, fire safety logs, vehicle logs, telephone logs, key control logs, etc. - these logs must also be maintained on a standardized ledger as described in #2 above

BEST COPY AVAILABLE

4. During each shift the DFY staff responsible for each living unit and the operation of the facility shall be responsible for making entries into the log.

5. All entries shall be professional in content and form.

6. All entries shall contain information or observations worthy of recording and communicating to other staff and supervisors and which will help to insure the continuity of facility operations as well as the safe and secure conduct of facility operations. This includes any unusual or significant information or observations regarding an individual or group of individuals such as the following: an incident; movements of individuals and groups; physical counts; observations of anything unusual which might be a sign of an impending problem (example: group unusually quiet for no apparent reason).

7. Entries shall be made in permanent ink (black or blue). All entries must be dated, the time the entry was made must be indicated and the entry must be signed or initialled by the author. All entries must be legible.

8. Facility logs shall be kept confidential from residents and unauthorized persons. Access to logs by DFY personnel shall be on a need-to-know/need-to-use basis only. Casual reading is prohibited.

9. Each staff member responsible for the supervision of a living unit's residents shall read the unit log at the beginning of his shift and enter his signature to indicate compliance with this requirement.

10. Each staff member responsible for the supervision of a living unit shall sign the log after the last entry upon departure at the end of the shift.

11. Log entries shall be reviewed and initialed by appropriate supervisory personnel at least once daily and shall be reviewed and initialed by administrative personnel at least once weekly.

12. All staff responsible for maintaining and reviewing logs shall be trained in the appropriate procedures and the proper form and content of log entries.

13. Completed log books shall be properly labeled (facility or unit designation and time period covered) and stored in a secure place for a minimum of 10 years from the date of completion after which the facility director may seek approval for destruction of the logs from the DFY records officer. However, where such logs are used as evidence in litigation they may not be destroyed except by

BEST COPY AVAILABLE

express permission of the Office of the Division's General Counsel.

14. The facility director shall maintain a current list of all logs in use at the facility and shall maintain procedures for the use of the logs. These procedures shall incorporate the standard policies and procedures contained in this section and shall make them facility specific so that they can be appropriately implemented by staff. Such procedures must be reviewed at least once annually and revised, as necessary.

D. SHIFT REPORTS AND SUMMARIES

1. In facilities operating on a shift basis, the unit log shall include an entry made at the end of each shift indicating: the count of residents - the total number of residents present; the name and location of each resident who is absent (home visit, hospital, AWOL, etc); and any other information which should be called to the special attention of relief staff and supervisors. This entry will constitute a summary shift report. Facility directors may require an additional separate shift report as well as an additional, separate shift supervisor's log.

2. In facilities not operating on a shift basis, a summary of highlights shall be made for the information of relief staff. This may be done on a daily basis or covering the interim between relief assignments. The information contained in these summaries shall be the same as that required for shift reports above.

BEST COPY AVAILABLE

CGF-1201 (7/85) NEW YORK STATE - DIVISION FOR YOUTH

P O L I C Y M A N U A L

TITLE:	**DATE:**	**ITEM NUMBER:**
SUPERVISION OF RESIDENTS - GENERAL	11/14/86	3247.03
APPROVED BY: Leonard G. Dunston, **DIRECTOR.**		**DATE:** 11/21/86

RELATED LAWS:	**NUMBER OF APPENDIX PAGES:**	**PAGE:**
Executive Law, Art. 19G, Section 501		1 of 5
SUPPORTING REGULATIONS: 9 NYCRR, Part 168	**CONTACT UNIT:** Program Utilization & Mgt. Assistance (P.U.M.A)	
KEY WORDS: (1) Security (2) Discipline (3) (4) (5) (6)	**COMPLIANCE STANDARDS:** CAC 2-9173 through 2-9197	
SUPERSEDES: Item Number Date	**DFY POLICIES AFFECTED:** Item Number: 3453 Home Visits for DFY Residents; Date: 3/20/84	

SUMMARY: This item describes the objectives and standards of the supervision of residents.

TABLE OF CONTENTS:

A. INTRODUCTION

B. ADEQUATE SUPERVISION

C. OBJECTIVES OF SUPERVISION

D. TRAINING OF DIRECT CARE STAFF IN SUPERVISION

E. GENERAL PRINCIPLES OF SUPERVISION

F. SUPERVISION OFF GROUNDS

G. SUPERVISION AND CONTROL OF YOUTH DURING TRANSPORT

H. IMPLEMENTATION OF SUPERVISION POLICY

A. INTRODUCTION

This policy focuses on the objectives and standards of supervision basically from a security and custody point of view. It does not include the many subtle factors of perception, observation, action and technique which staff supervising youth depend upon daily for effective supervision.

B. ADEQUATE SUPERVISION

The facility director and the facility's regional management shall be responsible for ensuring that there is sufficient staff to provide adequate supervision of residents at all times.

C. OBJECTIVES OF SUPERVISION

1. To ensure that residents do not harm themselves or others, physically or psychologically, physical fighting between residents is never to be allowed. If it should occur, it must be stopped immediately.

2. To ensure that residents follow socially acceptable norms of behavior within facility rules.

3. To prevent AWOL's.

4. To ensure that property, both State and personal, is protected from damage or theft.

5. To ensure that residents are participating in program in accordance with established schedules.

D. TRAINING OF DIRECT CARE STAFF IN SUPERVISION (SEE ALSO PPM 2801 - TRAINING STANDARDS FOR DIRECT CARE STAFF)

1. Facility directors shall ensure that all those workers whose job responsibilities include the supervision of residents in groups such as in school, in dining areas, during recreational activities, during transport, during community outings, etc. - shall be trained in supervision. Job titles include: youth division aide III-IV, youth division counselor, senior youth division counselor, teacher II-IV, vocational specialist I-II, education supervisor, education coordinator, recreation therapist I-II, recreation program leader I-II, DFY health care titles, vocational instructors, psychologist, maintenance staff and cooks, and work crew supervisors.

2. New employees shall receive a minimum of 40 hours of training before assuming full supervisory responsibility for a group of residents. (NOTE: Facility directors are expected to attempt full

BEST COPY AVAILABLE

implementation of this standard within the limits of their resources. If full implementation is judged not possible, facility directors must obtain written approval for a temporary waiver from regional management until resources are available.)

3. Each youth division aide shall receive a minimum of 40 hours of training per year.
(NOTE: Facility directors are expected to attempt full implementation of this standard within the limits of their resources. If full implementation is judged not possible, facility directors must obtain written approval for a temporary waiver from regional management until resources are available.)

4. Training shall include, but shall not be necessarily limited to:

   a. the tasks and standards of the staff supervising youth

   b. the objectives of supervision;

   c. communication including emergency situations;

   d. recording and reporting requirements including the unit log;

   e. the physical count system;

   f. techniques of physical restraint;

   g. techniques of effective supervision;

   h. first aid training and health awareness;

   i. use of security and custody hardware (hand cuffs, foot cuffs, transfer belts)

   j. techniques of early intervention.

   k. signs of potential problems

5. Training shall be documented in accordance with established DFY methods of documentation.

E. GENERAL PRINCIPLES OF SUPERVISION

1. Staff supervising youth should keep in mind that they are a role model for youth under their care. Staff supervising youth are to conduct themselves in a professional manner on the job at all times.

   a. They should strive to be objective, consistent and fair at all times.

BEST COPY AVAILABLE

b. They should understand that a sense of humor is an important ingredient in effective supervision. However, it must not be used at the expense of the resident.

c. They shall not have a hostile or retaliatory attitude toward residents and shall not ridicule or insult residents.

d. They shall not engage in profanity, practical-joking and the telling of inappropriate jokes or stories with residents.

e. They shall not make "deals" with residents.

f. They shall not engage in any form of "horseplay".

2. Residents shall never be used to supervise other residents.

3. Each staff supervising youth shall know the whereabouts of each resident under his charge at all times.

4. Incidents, whether or not handled at the unit level, shall be reported to higher supervisors.

5. Each staff supervising youth is responsible for being continually alert and aware of what goes on in the unit or area of supervision. He is expected to be on the alert for changes in the environment - even subtle ones which may be a clue to an underlying problem.

6. Staff shall not abuse residents physically or psychologically. Corporal punishment is prohibited. Staff supervising youth have the authority to use the appropriate degree of physical force to protect themselves and others and to protect property and may be required to use force as the situation dictates. However, only that degree of physical force sufficient to control behavior and protect the safety of persons and property shall be used; no more. (See PPM #3247.13 - The Use of Physical Force.)

F. SUPERVISION OFF-GROUNDS

For facilities in Level I, except for juvenile offenders on temporary release status, residents must be accompanied at all times by two staff and be handcuffed. For facilities in Levels II through IV, residents must be accompanied by DFY staff until they become eligible for their first home visit in accordance with PPM #3453 - Home Visits for Residents. (4 months for Levels II and III, 3 months for Level IV) The exception for Level IV facilities is that for youth who have been at the facility for at least one month, approved parents and approved volunteers may escort residents off grounds without staff accompaniment provided such parents, volunteers and residents sign a suitable written agreement containing the rules for such off-grounds supervision.

G. IMPLEMENTATION OF SUPERVISION POLICY

Each DFY facility director shall be responsible for developing procedures which will effectively implement supervision policy and provide day-to-day guidance for staff supervising youth in carrying out their duties at the facility. These procedures shall be contained in a facility manual of procedures for security and custody (see item 3247.20). These procedures shall be approved by the district supervisor, regional director, and deputy director for operations or designee.

BEST COPY AVAILABLE

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment**, as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

ORDER FORM

Rockefeller College Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
State University of New York
Richardson Hall, Room 381
135 Western Avenue
Albany, NY 12222

Attn: Staff, **Rockefeller College Workplace Literacy Program**
Telephone: (518) 442-5422
Fax: (518) 442-5768

MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

Ship Material To

Name

Title

Agency

Address

Phone:

Comments

NYS DIVISION FOR YOUTH

ORDER FORM

Description of Material

"Staff Decisions" **Videotape Training Program and Facilitator's Manual (VHS only)**

Cost: $ 25.00 (includes shipping and handling)

Payment Information

☐ Postal Money Order ☐ Cashier's Check ☐ Voucher/Purchase Order (Enclosed)

Quantity: _____

Payment: $_____ (Enclosed)

Make Payable and Send To:

NYS DIVISION FOR YOUTH
Attention: Bureau of Staff Development & Training
52 Washington Street
Rensselaer, NY 12144

For Additional Information contact: Margaret W. Davis (518) 473-4474

Ship Material To:

Name: _____

Title: _____

Agency: _____

Address: _____

_____

_____

Telephone ( ) _____